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ABSTRACT

The purpose of this dissertation is to identify and validate the areas and indicators of quality international education programming in two-year U.S. colleges. Analysis of such indicators will provide colleges seeking to internationalize with a baseline of information from which to work. The validation process involved a review of literature on the topic and gathering of expert opinions from two panels. The first panel, numbering 10 jurors, was asked to judge the content, accuracy, and clarity of a validation document. A rating instrument of 12 areas and 175 indicators was established. The second panel, consisting of 30 raters, then rated the areas and indicators in the rating instrument using a Likert scale. The raters were grouped into professional categories to ascertain relationships between groups of raters and their ratings. Analysis of the data produced areas rated as most important (in descending order): faculty development, internationalizing the curricula, American student study abroad, presence of international students on campus, administrator development, student exchanges, intercultural studies, co-curricular events, area studies, membership in international educational consortia, technical assistance projects with international institutions or countries, and work abroad. The author recommends that the high-rated areas receive more attention and resources from internationalizing colleges. Contains 159 references and seven appendices. (RDG)

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ED 434 710

Beyond Borders: A Validation of the Areas and Indicators of Quality of International Education Programming in U.S. Two-Year Colleges

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ABSTRACT

The purposes of this study were to identify and validate the areas and indicators of quality of international education programming in U.S. two-year colleges so that colleges might have a baseline of information from which to work after they have made the decision to internationalize. This validation process took the form of collecting data from a review of the literature written on this topic and from expert opinion received from two sets of panels. The first panel of experts, the jurors, who were 10 in number, were sent a validation document which asked that they judge the inclusion of the content, its accuracy, and its language clarity. Twelve areas and 175 indicators evolved into a rating instrument. Next, the second panel of experts, the raters, who were 30 in number, rated the areas and indicators in the rating instrument using a Likert scale. A 100% response was received. Those professions with which the two-year college most often interfaces were represented by the jurors and raters to ascertain relationships between the groups of raters and their ratings: educational associations, business (service sector)/industry (manufacturing sector), voluntary organizations (nonprofit sector), two-year colleges,

four-year colleges and universities, government, and healthcare.

Descriptive statistics were used to analyze the data, which produced areas rated as most important (in descending order): faculty development, internationalizing the curricula, American student study abroad, presence of international students on campus, administrator development, student exchanges, intercultural studies, co-curricular events (campus-community programs), area studies, membership in international education consortia, technical assistance projects with international institutions or countries, and work abroad. Relationships between raters and their ratings of all areas showed the voluntary (nonprofit) organization raters to be the most liberal in their ratings of the areas and business/industry raters the more conservative. When rating the indicators, the government raters most often gave the highest ratings to most indicators within the high and moderately important rated areas, and the two-year college rater most often gave the lowest ratings to indicators within the lowest rated areas.

Recommendations that derive from this study are: (1) Faculty development, American student study abroad, international students, administrator development, and exchanges should receive more planning and resources, and voluntary (nonprofit) groups should be tapped more as sources of support; (2) internationalizing the curricula should be fostered, intercultural studies should be employed as "introducers" to international education, and area studies should be team taught with four-year colleges and universities; (3) co-curricular events should seek multiple audiences and an academic orientation when possible, two-year colleges' membership in international education consortia should be encouraged by four-year colleges and universities; and (4) technical assistance projects and work abroad should be viewed as more advanced activities in the process of internationalizing.

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DEDICATION

This study is dedicated to my father, the late John P. Janus, for whom there was no foreign country, no foreign person.

TABLE OF CONTENTS

Page

LIST OF TABLES xvi

LIST OF APPENDICES xxxii

Chapter

1. INTRODUCTION TO THE STUDY 1
   - Background of the Problem 4
   - Problem Statement 7
   - Purposes of the Study 8
   - Theoretical Framework for the Study 13
   - Research Questions 14
   - Significance of the Study 15
   - Assumptions and Delimitations of the Study 16
   - Organization of the Study 17
2. REVIEW OF THE LITERATURE 19
   - A History of the Development of International Education in the U.S 20
   - The Two-year College and International Education 26
   - Early Writings on Community Colleges and International Education 27
   - Dissertations on International Education in Community Colleges 29

Chapter Page

Area-Specific Writings........................ 31

Policy Statements on International Education........................ 32

Areas of International Education Programming.................................... 36

Area 1: American Student Study Abroad/Exchanges/Work Abroad................ 37

American Student Study Abroad............ 37

Student Exchange Programs................ 39

Work Abroad.............................. 40

Area 2: Faculty and Administrator Development.............................. 41

Faculty Development...................... 41

Administrator Development................ 42

Area 3: Presence of International Students (F-1 and M1 Visas) on Campus.................................... 43

Area 4: Intercultural and Area Studies.................................. 44

Area 5: Internationalizing of the Curricula............................ 46

Area 6: Co-curricular Events............... 48

Area 7: Technical Assistance Projects with Foreign Institutions or Countries............................ 48

Area 8: Membership in International Education Consortia...................... 49

Summary.. 49

3. METHODOLOGY................................... 51

Chapter Page

Purposes of the Study.......................... 51

Research Questions............................. 52

Type and Design of the Study................... 53

Use of Expert Panels, Likert Scales, and Descriptive Statistics..................................... 54

Development of the Instrument.................. 55

The Evaluation of the Areas and Indicators............................... 57

Sources of Data................................ 60

Selection of the Jurors.................... 61

Selection of the Piloters.................. 61

Selection of the Raters.................... 62

Alternate Jurors and Raters................ 63

Instrument Validation Technique................ 63

The Instrument: Obtaining the Ratings.................................... 64

Reliability and Validity....................... 65

Data Collection................................ 66

Data Analysis.................................. 66

Ranking of Topical Areas and Indicators.................................... 67

Summary.. 68

4. PRESENTATION AND ANALYSIS OF THE DATA.................................... 69

Demographics................................... 72

Research Questions............................. 73

Chapter Page

Findings in Response to Research Questions 1 and 2........................... 74

Findings in Response to Research Questions 3 and 4........................... 76

Area 1A: American Student Study Abroad.............................. 78

Indicators contained within American student study abroad area........................... 78

Area 1B: Exchanges........................ 85

Indicator contained within exchanges area......................... 88

Area 1C: Work Abroad..................... 88

Indicator contained within work abroad area....................... 90

Area 2A: Faculty Development............ 90

Indicators contained within faculty development area............... 92

Area 2B: Administrator Development.............................. 104

Indicator contained within administrator development area................................. 107

Area 3: International Students.......... 107

Indicators contained within international students area............. 110

Area 4A: Intercultural Studies........... 114

Indicator contained within intercultural studies area............. 117

Area 4B: Area Studies.................... 117

Chapter Page

Indicator contained within area studies area.......................... 119

Area 5: Internationalizing the Curricula.............................. 119

Indicators contained within internationalizing the curricula area.................................. 121

Area 6: Co-curricular Events............. 139

Indicators contained within co-curricular events area............... 139

Area 7: Technical Assistance Projects with International Institutions or Countries................. 144

Indicators contained within technical assistance projects area.................................. 147

Area 8: Membership in International Education Consortia...................... 150

Indicators contained within membership in international education consortia area................ 153

Findings in Response to Research Questions 5 and 6.......................... 156

Area 1A: American Student Study Abroad.................................. 157

Indicators within American student study abroad area.............. 158

Area 1B: Exchanges....................... 173

Indicator contained within exchanges area........................ 175

Area 1C: Work Abroad..................... 177

Indicator contained within work abroad area.......................... 180

Chapter Page

Area 2A: Faculty Development............ 181

Indicators contained within faculty development area............... 181

Area 2B: Administrator Development....... 206

Indicator contained within administrator development area.......... 207

Area 3: International Students........... 209

Indicators contained within international students area............. 211

Area 4A: Intercultural Studies........... 224

Indicator contained within intercultural studies area.............. 226

Area 4B: Area Studies.................... 228

Indicator contained within area studies area.......................... 230

Area 5: Internationalizing the Curricula................................ 232

Indicators contained within internationalizing the curricula area......................... 234

Area 6: Co-curricular Events............. 266

Indicators contained within co-curricular events area.............. 268

Area 7: Technical Assistance Projects with International Institutions or Countries................ 277

Indicators contained within technical assistance projects area.................................. 279

Area 8: Membership in International Education Consortia...................... 285

Chapter Page

Indicators contained within membership in international education consortia area................ 287

Findings in Response to Research Questions 7 and 8............................ 292

Descending Rank Ordering of All Areas of International Education.......... 293

Descending Rank Ordering of Indicators within Faculty Development Area......................... 295

Descending Rank Ordering of Indicators within Internationalizing the Curricula Area................ 299

Descending Rank Ordering of Indicators within American Student Study Abroad Area................. 306

Descending Rank Ordering of Indicators within International Students Area........................... 314

Descending Rank Ordering of Indicators within Administrator Development Area......................... 320

Descending Rank Ordering of Indicators within Exchanges Area.......... 320

Descending Rank Ordering of Indicators within Intercultural Studies Area............................ 325

Descending Rank Ordering of Indicators within Co-curricular Events (Campus-Community Programs) Area.................................... 325

Descending Rank Ordering of Indicators within Area Studies Area.................................... 328

Chapter Page

Descending Rank Ordering of Indicators within Membership in International Education Consortia Area.. 332

Descending Rank Ordering of Indicators within Technical Assistance Projects with International Institutions or Countries Area........................... 335

Descending Rank Ordering of Indicators within Work Abroad Area.. 339

Descending Rank Ordering of All International Education Indicators................................. 339

Summary.. 365

5. SUMMARY AND CONCLUSIONS........................ 366

Summary.. 369

Conclusions.................................... 369

Ratings of Areas of International Education Programming...................... 369

Ratings of Indicators within Individual Areas........................... 371

High-Rated Indicators within High-Rated Areas......................... 371

Faculty development.................... 371

Internationalizing the curricula............................. 371

American student study abroad.......... 371

International students (presence of on U.S. campuses).................. 372

Administrator development.............. 372

Chapter Page

Exchanges.............................. 372

Moderately Important-Rated Indicators within Average-Rated Areas.................................. 373

Intercultural studies.................. 373

Co-curricular events (campus-community programs)..................... 373

Area studies........................... 373

Membership in international education consortia..................... 373

Low-Rated Indicators within Lowest Rated Areas........................ 374

Technical assistance projects with international institutions or countries........................... 374

Work abroad............................ 374

Relationships Between Rater Types and Their Ratings of Areas and Indicators.............................. 374

High-Rated Areas........................ 376

Faculty development.................... 376

Internationalizing the curricula........ 376

American student study abroad........... 376

International students (presence of on U.S. campuses).................. 376

Administrator development.............. 376

Exchanges.............................. 376

Moderately Important-Rated Areas.................................. 377

Intercultural studies.................. 377

Chapter Page

Co-curricular events (campus-community programs)........................ 377

Area studies............................ 377

Membership in international education consortia..................... 377

Lowest Rated Areas....................... 377

Technical assistance projects with international institutions or countries........................... 377

Work abroad............................. 377

Consistency of Rating Between Ratings of the Indicators Compared to the Ratings of the Areas................ 378

High-Rated Indicators.................... 379

Faculty development..................... 379

Internationalizing the curricula........ 379

American student study abroad........... 379

International students (presence of on U.S. campuses)................... 379

Administrator development............... 379

Exchanges............................... 380

Moderately Important-Rated Indicators................................ 380

Intercultural studies.................. 380

Co-curricular events (campus-community programs..................... 380

Area studies............................ 380

Membership in international education consortia.................... 380

Chapter Page

Low-Rated Indicators 380

Technical assistance projects with international institutions or countries 380

Work abroad 380

Discussion 381

Implications for International Education Programming 385

Recommendations for Future Research 388

Summary 390

REFERENCES 393

APPENDICES 407

LIST OF TABLES

Table Page

1. Q001, Area 1A: American Student Study Abroad Frequencies........................ 79

2. American Student Study Abroad Indicator Frequencies: Q022--Program Details.......................... 81

3. American Student Study Abroad Indicator Frequencies: Q017--Program Evaluation....................... 81

4. American Student Study Abroad Indicator Frequencies: Q023--Participation Orientations............... 83

5. American Student Study Abroad Indicator Frequencies: Q008--Assignment of Credit.................... 83

6. American Student Study Abroad Indicator Frequencies: Q015--Services at Foreign Host Institution............................... 84

7. American Student Study Abroad Indicator Frequencies: Q016--Host Institution Consultation.................................. 86

8. American Student Study Abroad Indicator Frequencies: Q018--Applicant Screening..................... 86

9. American Student Study Abroad Indicator Frequencies: Q010--Academic Integration.................... 87

10. Q026, Area 1A: Exchanges Frequencies.................................. 89

Table Page

11. Exchanges Indicator Frequencies: Q028--Curriculum Links 89

12. Q031, Area 1C: Work Abroad Frequencies 91

13. Work Abroad Indicator Frequencies: Q035--Derivation from Volunteer Work 91

14. Q036, Area 2A: Faculty Development Frequencies 93

15. Faculty Development Indicator Frequencies: Q055--Support Through Design Input 93

16. Faculty Development Indicator Frequencies: Q037--Acceptability and Desirability of Internationalism 95

17. Faculty Development Indicator Frequencies: Q057--Attributes for Assignments Abroad 96

18. Faculty Development Indicator Frequencies: Q043--In-service Opportunities 96

19. Faculty Development Indicator Frequencies: Q049--Support Through Exchanges 98

20. Faculty Development Indicator Frequencies: Q046--Incentive for Participation 99

21. Faculty Development Indicator Frequencies: Q052--Support Through Travel Monies 100

22. Faculty Development Indicator Frequencies: Q058--Hiring of International Expertise 102

23. Faculty Development Indicator Frequencies: Q059--Foreign Language Skills 103

Table Page

24. Faculty Development Indicator Frequencies: Q042--Internationalization Through Faculty.................... 103

25. Faculty Development Indicator Frequencies: Q041--Faculty as Advisors.................................. 105

26. Faculty Development Indicator Frequencies: Q054--Support Through International Contracts and Grants............ 106

27. Q061, Area 2B: Administrator Development Frequencies....................... 106

28. Administrator Development Indicator Frequencies: Q062--Top-Level Administrators as Encouragers................. 108

29. Q066, Area 3: International Students on U.S. Campuses Frequencies.................................. 109

30. International Students on U.S. Campuses Indicator Frequencies: Q075--Comprehensive Orientation............... 111

31. International Students on U.S. Campuses Indicator Frequencies: Q079--Health Insurance........................ 111

32. International Students on U.S. Campuses Indicator Frequencies: Q072--On-going Services....................... 113

33. International Students on U.S. Campuses Indicator Frequencies: Q071--Coordinating Unit....................... 113

34. International Students on U.S. Campuses Indicator Frequencies: Q073--Student Variety......................... 115

35. International Students on U.S. Campuses Indicator Frequencies: Q070--Entry Characteristics.................. 115

Table Page

36. International Students on U.S. Campuses Indicator Frequencies: Q069--Language Skills........................ 116

37. Q081, Area 4A: Intercultural Studies Frequencies........................... 118

38. Intercultural Studies Indicator Frequencies: Q085--Interdisciplinary in Nature........................ 118

39. Q088, Area 4B: Area Studies Frequencies................................ 120

40. Area Studies Indicator Frequencies: Q091--Foreign Language.................................... 120

41. Q092, Area 5: Internationalizing the Curricula Frequencies............... 122

42. Internationalizing the Curricula Indicator Frequencies: Q093--At the Undergraduate Level........................ 122

43. Internationalizing the Curricula Indicator Frequencies: Q097--Long-Term Effect........................ 124

44. Internationalizing the Curricula Indicator Frequencies: Q121--Business Courses........................ 124

45. Internationalizing the Curricula Indicator Frequencies: Q120--Journalism and Communication Courses.................................... 125

46. Internationalizing the Curricula Indicator Frequencies: Q133--Incentive/Support........................ 127

47. Internationalizing the Curricula Indicator Frequencies: Q107--Internationalized Textbooks.................................. 127

Table Page

48. Internationalizing the Curricula Indicator Frequencies: Q102--Internationalized General Education Evaluation........................... 128

49. Internationalizing the Curricula Indicator Frequencies: Q101--Internationalized General Education Requirement.......................... 130

50. Internationalizing the Curricula Indicator Frequencies: Q105--Non-Western Materials.................... 131

51. Internationalizing the Curricula Indicator Frequencies: Q117--Education Courses....................... 131

52. Internationalizing the Curricula Indicator Frequencies: Q123--Foreign Language or International Studies Program Requirements................................ 133

53. Internationalizing the Curricula Indicator Frequencies: Q125--Proficiency-Based Language Requirement................................. 134

54. Internationalizing the Curricula Indicator Frequencies: Q131--Regional Cultural Geography Courses..................................... 134

55. Internationalizing the Curricula Indicator Frequencies: Q132--Duration of Faculty Support............. 136

56. Internationalizing the Curricula Indicator Frequencies: Q129--Sociology Courses....................... 137

57. Internationalizing the Curricula Indicator Frequencies: Q134--Team Approach........................... 138

Table Page

58. Internationalizing the Curricula Indicator Frequencies: Q106--Comparative Approaches.................. 140

59. Q136, Area 6: Co-curricular Events (Campus-Community Programs) Frequencies.......................... 140

60. Co-curricular Events (Campus-Community Programs) Indicator Frequencies: Q137--Private Business.................................... 142

61. Co-curricular Events (Campus-Community Programs) Indicator Frequencies: Q157--Orientation for Volunteers.............................. 142

62. Co-curricular Events (Campus-Community Programs) Indicator Frequencies: Q138--K-12 Education................................... 143

63. Co-curricular Events (Campus-Community Programs) Indicator Frequencies: Q139--Public Sector Organizations........................ 145

64. Co-curricular Events (Campus-Community Programs) Indicator Frequencies: Q142--Citizenship Education................................... 146

65. Q159, Area 7: Technical Assistance Projects with International Institutions or Countries Frequencies...................... 148

66. Technical Assistance Projects with International Institutions or Countries Indicator Frequencies: Q177--Academic Competition................................. 149

Table Page

67. Technical Assistance Projects with International Institutions or Countries Indicator Frequencies: Q162--Prior Experience.................................. 151

68. Technical Assistance Projects with International Institutions or Countries Indicator Frequencies: Q176--Consortium Contacts.................................. 152

69. Q179, Area 8: Membership in International Education Consortia Frequencies.................................. 154

70. Membership in International Education Consortia Indicator Frequencies: Q182--Commonality of Purpose.................................. 154

71. Membership in International Education Consortia Indicator Frequencies: Q184--Desire to Share Programs.................................. 155

72. Q001, Area 1A: Crosstabulations of Ratings on American Student Study Abroad.................................. 159

73. Crosstabulations of Ratings on American Student Study Abroad Indicators: Q022--Program Details.................................. 161

74. Crosstabulations of Ratings on American Student Study Abroad Indicators: Q017--Program Evaluation.................................. 162

75. Crosstabulations of Ratings on American Student Study Abroad Indicators: Q023--Participant Orientations.................................. 164

Table Page

76. Crosstabulations of Ratings on American Student Study Abroad Indicators: Q008--Assignment of Credit.................................... 166

77. Crosstabulations of Ratings on American Student Study Abroad Indicators: Q015--Services of Foreign Host Institution....................... 168

78. Crosstabulations of Ratings on American Student Study Abroad Indicators: Q016--Host Institution Consultation................................ 170

79. Crosstabulations of Ratings on American Student Study Abroad Indicators: Q018--Applicant Screening.................................... 172

80. Crosstabulations of Ratings on American Student Study Abroad Indicators: Q010--Academic Integration.................................. 174

81. Q026, Area 1B: Crosstabulations of Ratings on Exchanges....................... 176

82. Crosstabulations of Ratings on Exchanges Indicators: Q028--Curriculum Links........................ 178

83. Q031, Area 1C: Crosstabulations of Ratings on Work Abroad..................... 179

84. Crosstabulations of Ratings on Work Abroad Indicators: Q035--Derivation from Volunteer Work............................... 182

85. Q036, Area 2A: Crosstabulations of Ratings on Faculty Development............. 183

86. Crosstabulations of Ratings on Faculty Development Indicators: Q055--Support Through Design Input....................................... 185

Table Page

87. Crosstabulations of Ratings on Faculty Development Indicators: Q037--Acceptability and Desirability of Internationalism............... 187

88. Crosstabulations of Ratings on Faculty Development Indicators: Q057--Attributes for Assignments Abroad.. 189

89. Crosstabulations of Ratings on Faculty Development Indicators: Q043--In-service Opportunities................. 191

90. Crosstabulations of Ratings on Faculty Development Indicators: Q049--Support Through Exchanges................ 193

91. Crosstabulations of Ratings on Faculty Development Indicators: Q046--Incentives for Participation............. 195

92. Crosstabulations of Ratings on Faculty Development Indicators: Q052--Support Through Travel Monies... 196

93. Crosstabulations of Ratings on Faculty Development Indicators: Q058--Hiring of International Expertise...................................... 198

94. Crosstabulations of Ratings on Faculty Development Indicators: Q059--Foreign Language Skills.................. 200

95. Crosstabulations of Ratings on Faculty Development Indicators: Q042--Internationalization Through Faculty................................ 202

96. Crosstabulations of Ratings on Faculty Development Indicators: Q041--Faculty as Advisors..................... 204

Table Page

97. Crosstabulations of Ratings on Faculty Development Indicators: Q054--Support Through International Contracts and Grants.................. 206

98. Q061, Area 2B: Crosstabulations of Ratings on Administrator Development.................................. 208

99. Crosstabulations of Ratings on Administrator Development Indicators: Q062--Top-Level Administrators as Encouragers.................. 210

100. Q066, Area 3: Crosstabulations of Ratings on International Students on U.S. Campuses..................... 212

101. Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q075--Comprehensive Orientation............... 214

102. Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q079--Health Insurance........................ 215

103. Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q072--On-going Services....................... 217

104. Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q071--Coordinating Unit....................... 219

105. Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q073--Student Variety........................ 221

106. Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q070--Entry Characteristics............................. 223

Table Page

107. Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q075--Language Skills.......................... 225

108. Q081, Area 4A: Crosstabulations of Ratings on Intercultural Studies.. 227

109. Crosstabulations of Ratings on Intercultural Studies Indicators: Q085--Interdisciplinary in Nature......................... 229

110. Q088, Area 4B: Crosstabulations of Ratings on Area Studies Area................ 231

111. Crosstabulations of Ratings on Area Studies Indicators: Q091--Foreign Language......................... 233

112. Q092, Area 5: Crosstabulations of Ratings in Internationalizing the Curricula................................ 235

113. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q093--At the Undergraduate Level............................ 237

114. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q097--Long-Term Effect.. 239

115. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q121--Business Courses... 240

116. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q120--Journalism and Communications Courses.................... 242

Table Page

117. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q133--Incentive/ Support.................................... 244

118. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q107--Internationalized Textbooks.............................. 246

119. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q102--Internationalized General Education Evaluation.............. 248

120. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q101--Internationalized General Education Requirement............. 250

121. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q105--Non-Western Materials.................................. 251

122. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q117--Education Courses.................................... 253

123. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q123--Foreign Language or International Studies Programs Requirement................................ 255

124. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q125--Proficiency-Based Language Requirement.................... 257

125. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q131--Regional Cultural Geography Courses.................... 259

Table Page

126. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q132--Duration of Faculty Support.............................. 261

127. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q129--Sociology Courses...................................... 263

128. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q134--Team Approach.............. 265

129. Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q106--Comparative Approaches.................................... 267

130. Q136, Area 6: Crosstabulations of Ratings on Co-Curricular Events....................................... 269

131. Crosstabulations of Ratings on Co-Curricular Events Indicators: Q137--Private Business........................ 271

132. Crosstabulations of Ratings on Co-Curricular Events Indicators: Q157--Orientation for Volunteers.................................... 273

133. Crosstabulations of Ratings on Co-Curricular Events Indicators: Q138--K-12 Education.......................... 274

134. Crosstabulations of Ratings on Co-Curricular Events Indicators: Q139--Public Sector Organizations............. 276

135. Crosstabulations of Ratings on Co-Curricular Events Indicators: Q142--Citizenship Education.................. 278

Table Page

136. Q159, Area 7: Crosstabulations of Ratings on Technical Assistance Projects with International Institutions or Countries 280

137. Crosstabulations of Ratings on Technical Assistance Projects with International Institutions or Countries Indicators: Q177--Academic Completion 282

138. Crosstabulations of Ratings on Technical Assistance Projects with International Institutions or Countries Indicators: Q162--Prior Experience 284

139. Crosstabulations of Ratings on Technical Assistance Projects with International Institutions or Countries Indicators: Q176--Consortium Contacts 286

140. Q179, Area 8: Crosstabulations for Ratings on Membership in International Education Consortia 288

141. Crosstabulations of Ratings on Membership in International Education Consortia Indicators: Q182--Commonality of Purpose 290

142. Crosstabulations of Ratings on Membership in International Education Consortia Indicators: Q184--Desire to Share Programs 292

143. A Descending Rank Ordering of All Areas of International Education 296

Table Page

144. A Descending Rank Ordering of All Indicators within Faculty Development Area.............................. 300

145. A Descending Rank Ordering of All Indicators within Internationalizing the Curricula Area.. 307

146. A Descending Rank Ordering of All Indicators within American Student Study Abroad Area..................... 315

147. A Descending Rank Ordering of Indicators within International Students Area................................ 321

148. A Descending Rank Ordering of Indicators within Administrator Development Area.............................. 324

149. A Descending Rank Ordering of Indicators within Exchanges Area.. 326

150. A Descending Rank Ordering of Indicators within Intercultural Studies Area................................. 327

151. A Descending Rank Ordering of Indicators within Co-Curricular Events (Campus-Community Programs) Area................................ 329

152. A Descending Rank Ordering of Indicators within Area Studies Area.. 333

153. A Descending Rank Ordering of Indicators within Membership in Educational Education Consortia Area................................ 334

154. A Descending Rank Ordering of Indicators within Technical Assistance Projects with International Institutions or Countries Area................................ 336

Table Page

155. A Descending Rank Ordering of Indicators within Work Aboard Area.. 340

156. A Descending Rank Ordering of All International Education Indicators.................................... 341

LIST OF APPENDICES

Appendix Page

A. LETTERS TO PILOTERS, JURORS, AND RATERS.. 408

B. DIRECTIONS TO JURORS AND RATERS.............. 416

C. DEMOGRAPHICS SHEETS FOR JURORS AND RATERS.................................. 420

D. VALIDATION DOCUMENT FOR JURORS............... 423

E. RATING INSTRUMENT FOR RATERS................. 441

F. SOURCES OF RATING INSTRUMENT INDICATORS.................................. 456

G. LIST OF PARTICIPANTS: JURORS, PILOTERS, AND RATERS......................... 471

CHAPTER 1

INTRODUCTION TO THE STUDY

"The past is a foreign country: they do things differently there" (Hartley, 1954, p. 3) is a statement that could well be used in reference to the topic of this study, international education. While this topic reflects a movement that is reverberating across and influencing the entire United States, what it shares in common with the above quote is that it too has a history, is unfamiliar, active, and permanent.

For the purposes of this study, the terms "international education programming" and "internationalization" will be used synonymously with international education, which is defined as "all programs, projects, studies, and activities that help an individual learn and care more about the world beyond his or her community and to transcend his or her culturally conditioned, ethnocentric perspectives, perception, and behavior" (Fersh, 1990, p. 68) and will be distinct from the terms "global education," a term "used at the elementary and secondary school levels when referring to international education; global education in these settings is usually housed in social studies departments and programs" (Hoopes & Hoopes, 1991,

p. ix) and "multiculturalism, ... a type of education that looks at two or three cultures that might exist within one socio-politico structure" (Hoopes & Pusch, cited in Carter, 1992, p. 33); "the cultural differences that are examined go across ethnic boundaries, not national ones as in internationalism" (Carter, 1992, p. 33).

Internationalization is becoming the necessary visa for the people of the United States to achieve economic stability, defense security, humanitarian good will, and personal self-fulfillment. To this end, the United States government has revitalized its support of international education efforts as is seen by the recent passage of the National Security Education Act of 1991, sponsored by Senator David Boren (D-Okla.). Boren underscores the need for this act by emphasizing:

> Just as we were ill-equipped to deal with the technological threats of the Cold War era, today we lack the linguistic and cultural skills and resources fundamental for competing in the new international environment...to compete economically and protect our diplomatic and national security interests, we need to think internationally. This means improving our skills in the areas of international and regional studies and developing more foreign language fluency. (Council on International Educational Exchange [CIIE], 1991a, pp. 1, 3)

One way to accomplish the above task is to incorporate the international dimension in education by making it part of the value system that structures our curricula, our self-image, and our world view, doing so through higher education generally and the two-year college specifically.

The educational choice for many U.S. students is the two-year college, of which there are "1,200 in this country: 200 private and 1,000 public" (American Association of Community Colleges [AACC], 1991, p. vii). The community college is the most well known of these, and is "a college typically set up to meet the educational needs of a particular community and offering two-year training, either terminal or preparatory, in preprofessional and liberal arts fields; most community colleges are publicly controlled and are coeducational" (Good, 1973, p. 114); and "a local college serving students of wide ability range...also called a junior college or a city college" (Rowntree, 1982, p. 47). These colleges enroll more than six million students in credit courses, four million more in noncredit, continuing education programs, attracting 43% of our country's undergraduates and approximately 51% of all first-time freshmen (King & Fersh, 1992, p. 3). Further, international (foreign) student enrollments at community colleges are about 60,000 out of a total of 407,500 international students--growing more rapidly than at four-year schools (National Association of Foreign Student Affairs [NAFSA], 1992a, p. 15)--making the community college an ideal setting for internationalization. Conseits Public Policy Agenda (Fifield & Sakamoto, 1987), a national statement that reflects the mission of this organization and its goals for a particular year. Thus, the issue of internationalization is a relatively new one for many two-year college campuses, and one needing investigation and direction.

The internationalization of the two-year college should be complete and highly successful because these colleges have diverse student populations, directives from the AACC, and momentum from the American workplace. But is it? For some schools it is, for others not. What makes the difference? A good baseline of information, thoughtful planning, and committed follow through. These essentials must occur at all levels of a college when a school chooses to internationalize itself in any of the eight areas of international education which are featured in this study. These eight areas are (1) American student study abroad/exchanges/work abroad; (2) faculty and administrator development; (3) presence of international students on campus, that is, an F-1 student, "a student in an academic or language program; or a foreign student on an M-1 visa, that is, a student in a vocational or other recognized nonacademic institution" (National Association of Foreign Student Affairs [NAFSA], 1992b, Classification of "Nonimmigrants," Sections of Law--101 (a)(15)(F)(i) and

101 (a)(15)(M) (ii)); (4) intercultural studies, that is, "another dimension of international education which "emphasizes learning through experience, usually through interaction with people from other cultures" (Hoopes & Hoopes, 1991, p. ix), and area studies; (5) internationalizing the curricula; (6) co-curricular events (campus-community programs); (7) technical assistance projects with international institutions or countries; and 8) membership in international education consortia.

When one realizes, however, that the major function of the two-year colleges has been to service local needs first, it is not surprising that resistance has arisen when schools attempt to introduce ideas and linkages that go beyond their immediate geographic boundaries. This is the point at which knowledge, planning, and implementation can be effective tools in arguing for and accomplishing international education so that its critics can see that the local mission a college possesses has not been abandoned but merely enhanced. If the local jobs in a community have become global ones, then colleges can respond through internationalism, thereby serving their constituencies while also upholding their missions. Simply put, the open-door philosophy by which the two-year college and particularly the community college is so well known must be widened to become an open port.

Problem Statement

Not all schools are aware of the components of international education, or if they are, they are not certain about how to identify and integrate them. In many cases where schools clamor to internationalize simply for the sake of saying they have done it, what ensues is a "crazy quilt" of internationalization efforts, with different areas on campuses (at both two- and four-year schools) performing very separate and unrelated international education activities; in turn, the maximum benefit of these efforts also becomes fragmented (Goodwin & Nacht, 1991, pp. 83-85). In addition to being a very American metaphor, this crazy-quilt description unfolds to show the problem threatening the successful existence and expansion of internationalization efforts on college campuses. As Kaplan (1990) and Anderson (1988) have separately noted, an unguided or misguided approach to international education results in equally disappointing activities and institutions which continue to wonder about what they are doing in this field, whether these schools are fully committed to internationalism or are just going at it "piecemeal." Lambert (1989) evaluates the state of international education at undergraduate institutions, and his critique is one that reveals disjointedness in these endeavors. In addition, he recommends that "...the next stage in the development of international studies is clearly one that requires some cross-course, cross-departmental, cross-school, cross-function innovation and coordination" (p. 148). Mandates and case studies on international education experiences have their place, it is true. But when a two-year institution is expected to deliver an educational package that is affordable, timely, practical, challenging, and accessible, something more structured and tested must be offered as its rationale and springboard. Previously, there was no validated pool of concepts on international education from which two-year colleges could choose when they established new or assessed existing international education programming; therefore, this study addressed this void.

Purposes of the Study

A solution to the above-noted problem was to employ expert opinion through the use of jurors, that is, individuals at the local and state levels who are actively engaged in internationalization efforts in their respective professions, which are the following seven: educational associations, business (the service sector)/industry (the manufacturing sector), voluntary organizations (the nonprofit sector), two-year colleges, four-year colleges and universities, government, and healthcare.

These jurors participated in the first stage of the validation process of this study by judging the inclusion, accuracy, and language clarity of the content contained in the indicators of quality. In addition, other experts who participated in this study are raters, that is, individuals at the national level who are actively engaged in internationalization efforts in their respective professions, which are the following seven: educational associations, business (the service sector)/industry (the manufacturing sector), voluntary organizations (the nonprofit sector), two-year colleges, four-year colleges and universities, government, and healthcare. These individuals participated in the second stage of the validation process of this study when they rated the areas of international education programming and their accompanying indicators of quality in terms of the areas' and indicators' importance to international education programming. Both the jurors and raters are rater types, that is, individuals who represent one of seven professions: representatives from educational associations, business (the service sector)/ industry (the manufacturing sector), voluntary organizations (the nonprofit sector), two-year colleges, four-year colleges and universities, government, and healthcare.

The purposes of the study were to (1) identify a group of areas that structure international education programming on two-year college campuses, with these areas being the following eight: American student study abroad/ exchanges/work abroad, faculty and administrator development, presence of international students on campus, intercultural studies and area studies, internationalizing the curricula, co-curricular events (campus-community programs), technical assistance projects with foreign institutions or countries, and membership in international education consortia; (2) identify concepts which accompany and undergird the above-noted eight areas; (3) validate and rate the areas and their accompanying concepts through the use of expert opinion; and (4) show if there is a relationship between the rater types and their ratings of the areas and their accompanying concepts of international education.

The above-listed eight areas were drawn directly from literature written on the topic of how to internationalize a campus and are taken from the following sources: Shannon (1978); guidelines established by the AACC (1982; 1988); Adams and Earwood (1982); Harari (1981); and a listing from which this study has borrowed heavily, those areas suggested by Greenfield (1990), editor of a book of articles on international education programming in two-year colleges.

Due to the longstanding history of two-year colleges offering English as a Second Language (ESL) programs in fulfillment of their missions to serve their local constituencies, these types of programs will be viewed in this study as "maintenance programs" rather than new endeavors by colleges seeking to enter into international education programming; and, for this reason, such ESL programs will not constitute an area of investigation within this study. This exclusion is not meant to underestimate the value of these programs or the cultural contributions of the immigrant and refugee populations which they serve; but for the purposes of this study, these program areas are not addressed. While the impetus, rationale, and support for internationalization are naturally inherent in some of these eight areas and/or their accompanying concepts which are shared in this study, the intent of this study is to go beyond a discussion of the very initial stages of a college's commitment to internationalizing, for example, when a college first begins to question _if_ it should internationalize.

Consequently, an argument for the need for leadership in order to accomplish internationalization is not offered in this study, for a college which has initiated internationalization has already demonstrated leadership at one or more levels. In addition, the processes by which a college might internationalize are not included in this study, but rather the substance of internationalization is presented in this study. Moreover, the issue of ethics is considered to be so inherent and overriding in any type of internationalization effort that to delineate it as a separate indicator is to suggest that it might be a dispensable feature, and therefore it is not presented as an indicator. Lastly, to what degree a two-year college should internationalize, or at what pace, or employing which model are questions that are beyond the scope of this study.

On the other hand, this study will enable all stakeholders to examine, select, prioritize, and implement specific areas and concepts to include in their internationalization process. The intended audience for this study is broad, with stakeholders ranging from individual students to curriculum designers to policy makers to the "community" as a whole. Because the concepts (and areas) to be listed in the instrument which are a part of this study have been identified by authoritative sources as being integral to international education programming and have received validation from two sets of expert panels, the concepts are hereafter referred to as indicators of quality, that is, concepts which have inherent programmatic value (Office of Vocational and Adult Education, U.S. Department of Education, 1992), and interested parties who elect to implement these areas and indicators can be assured of their overall relevance and importance to international education programming.

Theoretical Framework for the Study

International education needs to be established and extended at two-year colleges because of the value of interdependence among peoples that is acknowledged, respected, and fostered by an international perspective. In addition, there is a body of knowledge from which one can draw to formulate the foundation for sound international education programming so that our commitment to interdependence in world affairs can be planned for both philosophically and strategically. Theoretical support from the field of adult education can be drawn from Knowles, Maslow, Mezirow, and Rogers due to the benefits of international education which accrue to the individual: self-direction, self-actualization, perspective consciousness, and commitment to lifelong learning. These are notable although fairly contemporary sources for the rationale for international education; one can, however, trace this rationale to the early days of humanism, a time period much before 20th-century American humanism as we know it. Accompanying the history of humanistic philosophy, at least in the Western world, is another fundamental concept: liberal learning. This type of learning not only dovetails with humanism but it embodies the goals of international education: "to free and enlarge the mind and spirit of man" (The Committee on College and World Affairs, 1964, pp. 1-2).

Research Questions

The eight research questions which were answered by this study were the following.

1. What are the areas of international education programming?
2. What are the indicators of quality in international education programming?
3. What are the experts' ratings of the areas of international education programming?
4. What are the experts' ratings of the indicators of quality of international education programming?
5. Is there a relationship between the rater types and their ratings of the areas of international education programming?
6. Is there a relationship between the rater types and their ratings of the indicators of quality of international education programming?
7. What are the rankings overall for the areas of international education?
8. What are the rankings for the indicators of quality of

international education within their areas as well as overall?

Significance of the Study

This study adds to the field of adult education because first, it focuses on the two-year college, an important partner in the education of adults and a good reflector of society's needs. Due to the closeness of the two-year college to the population it serves, this study is valuable to such schools when they initiate their internationalization endeavors. Second, rather than be construed as an educational fad, international education will be acknowledged as a permanent fixture in the structure of the educational system of the United States as a result of this study since, for the first time, validated expert opinion has been brought together, drawn from a wide spectrum of professions and those professions with which the two-year college most often interfaces. Third, this study has a prescriptive thrust which enables colleges to build on a model of base concepts concerning internationalization, thus saving colleges wasted time, effort, and funds in trial-and-error approaches to internationalization. Fourth, there are implications for decision-making and policy formulation at the higher education level, deriving from this study. Fifth, due to the fact that the formulation of the areas and indicators of quality have been derived from literature by and about four-year colleges and universities as well as two-year colleges, the areas and indicators allow two-year schools to continue their natural articulation with four-year institutions.

Assumptions and Delimitations of the Study

The assumptions upon which this study are based are first, that two-year colleges will choose to internationalize because of the intrinsic and extrinsic benefits in doing so; second, that there are areas and indicators of quality which two-year college stakeholders should know prior to the selection and operationalization of these areas and indicators; and third, that the responses elicited in the instruments that are a part of this study are honest ones.

The delimitations of this study are the following: (1) the two-year college in the United States; and (2) a time frame from 1970 to the present. The dynamic, diverse, and "comprehensive" nature of the two-year college, to use Deegan and Tillery's (1985, p. 16) term, during this time period makes this type of institution a perfect arena for this study. "Comprehensive" as applied to two-year colleges means that they offer transfer programs, general education, vocational education, community education, and business-industry in-service training, with expansive programs that are nontraditional in their audience, delivery, and setting, an influx of international students, and students' continued need for occupational training and retraining, plus their desire for lifelong learning (Deegan & Tillery, 1985).

Organization of the Study

Chapter 1 has introduced the reader to the background of the problem and its relation to this study, as well as the purpose of this study, its rational basis, its research questions, its significance, its assumptions and limitations, and a definition of terms throughout. Chapter 2 overviews the documents that have been consulted on this topic. Chapter 3 focuses on the hypotheses used, a description of the methodology and type of design employed, the development of the instrument, a description of the sources of data and the rating instrument utilized, the data-collection procedures followed and, lastly, the data analysis used. Chapter 4 presents and analyzes the data, and Chapter 5 gives a summary as well as conclusions, discussion, implications for international education programming, and recommendations for future research. References then follow, as do Appendices, which give samples of the cover letters sent to the jurors, piloters, and raters; the directions sheets for the jurors and raters; the demographics sheet for the jurors and raters; the validation document sent to the jurors; the rating instrument sent to the raters; the source of the rating instrument indicators; and a list of the participants in the study.

CHAPTER 2

REVIEW OF THE LITERATURE

If the community college has been the stepchild of higher education in America, then one should not be surprised that internationalizing the community college has also taken on the status of second-class citizenship when compared with the results produced by four-year schools. It is as though the arrival of the international dimension at community colleges in the United States had been awaiting the receipt of its visa before beginning its voyage, a wait that was long in coming.

In this chapter, a survey of the literature written on the topic of international education is shared, with a special emphasis on those writings which have concerned themselves with the development of international education programming in two-year college settings. First, a historical look at international education at the postsecondary level in the United States is overviewed; next comes those writings which have zeroed in on the two-year college effort in this area as seen through early and specialized studies as well as policy statements which have encouraged international education in two-year higher education institutions. The remainder of this chapter is devoted to an examination of the literature which documents efforts in the eight areas of international education programming, that is, American student study abroad/exchanges/work abroad; faculty and administrator development; presence of international students (F-1 and M-1 visas) on campus; intercultural and area studies courses and programs; internationalizing of the curricula; co-curricular events (campus-community programs); technical assistance projects with foreign institutions or countries; and membership in international education consortia.

A History of the Development of International Education in the U.S.

As Fraser (1965, 1969) and Fraser and Brickman (1968) point out, the United States has had a history of incorporating international education in its higher education curricular plans. Beginning with the Colonial period and during the early years of the republic of the U.S., discussions carried on by Franklin, Washington, Jefferson, and Webster weighed the merits of injecting a European strain in curricula on this side of the Atlantic Ocean. These discussions, however, were not without their own debates on the dangers of the influx of European ideas, philosophies, languages, and customs (Brickman, cited in

Fraser, 1965). Some of these fears were apparently alleviated for Jefferson because by the time of the close of the 18th century his contacts with European intellectuals encouraged him to seek out Frenchman Pierre Samuel duPont de Nemours for guidance on developing a system of education and a national university in the United States. Although the plan was too ambitious for such a young country, Jefferson was persevering in his desire to introduce European thought in American higher education, and so at the time of the founding of the University of Virginia, the imported items that Jefferson contributed to this scene were actually professors from Britain and Germany. The state legislatures of Georgia and Virginia continued to question the efficacy of study abroad, underscoring a point made earlier by President Washington--that adults and not young adolescents (those under 16 years of age) should be sent overseas lest the youths be swayed and corrupted by political ideologies other than those of their own country).

The xenophobic spirit mentioned above did not carry over into education in the 1800s for a few reasons. First, legislators and university presidents, having studied abroad themselves (most often in German institutions) and having received honorary degrees from foreign schools, were sympathetic toward international education.

Thus, a positive and an official attitude about this phenomenon was created. Second, reports issued by such noteworthy educators as Henry Barnard and Horace Mann in the 1830s and 1840s highlighted the schools both men had visited in Western Europe; the analyses presented by these two men provoked controversy among East coast schoolmasters. But, in turn, these analyses encouraged comparative looks at U.S. educational endeavors by not only American educators but also by South American ones, thereby focusing the world's gaze on how higher education in America evaluated itself. Third, governmental interest was another catalyst for America's burgeoning venture into internationalizing its educational system. The 1840s, '50s, and '60s saw the creation of exchanges of educational materials between the United States and other countries, most notably through the efforts of the Library of Congress and the Smithsonian Institution (Fraser, 1965). With the creation of the U.S. Bureau of Education in 1867, developments in education across the world were chronicled and shared, with the Bureau being heralded as a model agency for such information exchanges. Lastly, in the late 1860s, President U. S. Grant was presented with requests to allow the Japanese government to learn from the American technology that had been designed into the technical-military training programs of the American land-grant colleges. From these encounters came the benefits of an introduction to and an appreciation of a non-Western culture, educational reforms in Japan, the establishment of an agricultural college (now Hokkaido University), and a mutual respect for the scientific approach to education (Fraser, 1965).

A continued interest in international education by the government continued into the 20th century, and the results of that are manifested by the creation of the Economic Assistance Administration, organized by the Foreign Assistance Act of 1948, which helped with funds to reconstruct the educational systems and universities in Europe after World War II. Another off-shoot of this act, reissued in 1961, was the emergence of the Agency for International Development, a clearinghouse for many educational and technical exchanges abroad. These opportunities benefited governmental sectors both here and abroad, while the Fulbright and Smith-Mundt Acts of 1946 and 1949 respectively, and the Fulbright-Hays Act of 1961 allowed individuals to study and teach abroad (Fraser, 1965). Title VI enacted in 1958 (and expanded by inclusion of Section 603 in the 1970s, allowing two-year schools to bid for grants) had as its thrust Foreign Studies and Language Development (Scanlon, 1990).

A ripe period for international education was the 10 years from 1959 to 1969 when monies and encouragement from the government were plentiful. U.S. consciousness of the countries beyond its boundaries became its commitment to them in the form of the Peace Corps. Slowly, however, the funds dwindled and, with the onset of the Vietnam War, dissension of opinion regarding U.S. involvement in this war and its accompanying economic inflation in this country took energy and interest away from international education (Scanlon, 1990).

Consequently, other sources, such as professional organizations, needed to pursue internationalism in education. Those credited with actively and consistently promoting these goals were the Institute of International Education (IIE), founded in 1919; the National Association of Foreign Student Affairs (NAFSA) in 1948; and the College Consortia for International Studies (CCIS) in 1973 (Scanlon, 1990). Two groups expressly concerned with community colleges also were conceived in the 1970s: the Office of International Education of the American Association of Community and Junior Colleges (AACC) in 1971 and Community Colleges for International Development (CCID) in 1976 (Scanlon, 1990). These last two organizations, AACC and CCID, point to an interesting phenomenon: at a time when interest in international education was diminishing in four-year schools, this new and radical idea--that

Americans should be aware of and attentive to parameters beyond their community college service districts--was taking form in two-year schools.

As in the early days of international education at the university level, community colleges have had to rebuff challenges that they should not be involved in matters beyond the scope of their regional mission, and no doubt community colleges will continue to face this type of controversy regarding their purpose. But perhaps it is fortunate that the community college has been the reticent relative of higher education, for this modest silence has given the two-year school a chance to formulate and reflect upon its unique nature over the last 25 years. In this reflection, the community college can see that it has begun to prepare itself for internationalization by having a "diverse and nurturing local community" and an ability "to respond quickly to the economic and social trends of society" (Deegan & Tillery, 1985, pp. 4-5). The future of the community college is enmeshed with the notion of "future" in general, according to Hodgkinson (cited in Deegan & Tillery, 1985), an examiner of the community college, who believes that "it is a future which will involve a transformation of world society at all kinds of levels, and while taking place slowly at first, will gather pace with sudden force" (p. 31).

The Two-Year College and International Education

As noted previously, the pace of internationalization at two-year colleges over the last 25 years has been slow yet deliberate, with these colleges inheriting hand-me-down ideas from the four-year schools who have had long histories of international education; for example, the development of the two-year school is directly traceable to the influence of the German educational system, an encounter with which early American university educators had had (Brint & Karabel, 1989).

Additional ideas that are carry-overs to today's two-year colleges from earlier times in U.S. international education history are the importance of strong support of international education by the president of the institution and key academic leaders and the threat of negative responses from local and state entities who do not advocate internationalism for two-year colleges (Greenfield, 1990). Although some American entities might delight in foreign country bashing in the name of promoting America, U.S. two-year colleges embracing internationalization should be applauded, especially over the last 20 years.

Those who wish to gauge the progress of internationalism in the U.S. two-year college during this time period will note that it falls during Generations 4 and 5, according to Deegan and Tillery (1985), who have designated the community college "comprehensive" from 1970 to the mid-1980s (p. 4). Without this comprehensiveness in both programs and services, the individualization which is required for the diverse students who enter the approximately 1,200 two-year colleges would not be possible (Deegan & Tillery, 1985). The community colleges of America "serve the world's widest diversity of students and account for over one-third of the enrollments in contemporary American higher education" (p. 4); part of this diversity comes from the fact that there has been a steady increase over the last 10 years in international students enrolling in community colleges in our country (Zikopoulos, 1987).

Early Writings on Community Colleges and International Education

Since the promotion of the community college has come from a relatively small group of educational leaders (Cross, cited in Deegan & Tillery, 1985), one should not be surprised to find that literature on internationalization efforts in this setting is scarce until the early to mid-1970s, when narrowly focused looks were taken of community college internationalization efforts, for example, the presence of international students in community colleges (Diener, cited in Scanlon, 1990).

Three works that come at the end of the 1970s broadened the scope of studies on the topic of international education in community colleges. One is by William G. Shannon (1978), who published A Survey of International Intercultural Education in Two Year Colleges--1976, a study which identified international/intercultural activities at 200 community colleges across the nation. The objectives of Shannon's study were to "identify programs, to encourage replication, and to suggest ways of strengthening these programs" (p. 2). Some of the areas of international education programming which emerged in Shannon's study have also been as used as areas in this study.

Two other studies which emphasize community college participation in international education are the following. Perkins and others (1979) wrote Strength Through Wisdom: A Critique of U. S. Capability: A Report to the President from the President's Commission on Foreign Languages and International Studies. The significance of Perkins' study is that, in addition to being an important government document on international education, it highlights the role of the community college in helping the U.S. attain international literacy (Scanlon, 1990).

An additional study published during this time period is one put forth by Burn (1980): Expanding the International Dimension of Higher Education. This particular work was undertaken at that time for the Carnegie Council on Policy Studies and reviews international education in higher education, again bringing in the community college as an important player in this area. None of the above works, however, speak comprehensively about the essential areas and indicators of international education and what should be included in programming as judged by multiple experts.

Dissertations on International Education in Community Colleges

Dissertations written on international education in community college settings, dating from the 1970s to the present, reveal that these dissertations have focused more narrowly than this dissertation in that the former have considered only those international education needs in certain community colleges in a particular state or have tended to focus on just a few of the major areas of international education rather than the eight essential ones that were validated and rated in this study. Nor have any of these prior dissertations used expert opinion in the obtaining of data, and few have gone beyond the thresholds of the field of education when obtaining input on what constitutes sound international education programming as this study has done by soliciting input from a broad spectrum of professions and ones with which community colleges most often interface.

States which have been the subject of dissertations based on the state's international education activities are the following: Florida (Blakenship, 1980; Ebersole, 1987; Greene, 1980; Mayes, 1981); California (McArthur-Bielinski, 1983); and Illinois (Fifield, 1987; Willard, 1973); Michigan (Knapp, 1992); and the Pacific Northwest (Cragg, 1992; Reimer, 1992). Andrews' (1984) dissertation took a broader look at community colleges, geographically speaking, because his study surveyed community colleges across the United States; however, he limited the scope of his study by concentrating on one facet of internationalization: the role of community colleges (as perceived by them) in their undertaking of overseas sponsored projects.

While these dissertations provide excellent thoughts on why community college educators should infuse their campuses with an international dimension, for example, an organizational climate exists on campus which allows for and encourages the development of internationalization (Blakenship, 1980; Fifield, 1987; Mayes, 1981; McArthur-Bielinski, 1983), and while some of these authors lay out in a descriptive way how internationalization has occurred in a particular program or discipline (Greene, 1980), none have sought to validate or rate through expert opinion the area or indicators of quality that structure successful internationalization programming as this study has done.

Area-Specific Writings

Only when authors address very specific aspects of internationalization, such as offering overseas academic programs to community college students (Hess, 1982), introducing international business courses into the curriculum (Fifield & Sam, 1986), or having effective support services in place for international students (Tillman, 1990), is any normative information given. In short, writings to date on how community colleges internationalize have not presented a validated, comprehensive concept study on this topic as in this study. The intent herein is not to minimize the contributions of these authors but to recognize and synthesize the preliminary ideas these writers have formed which in turn have become part of the concept pool of this study.

The "sudden force" to which the community college must respond, to return for a moment to Hodgkinson's quote, will necessitate a different pace than the one that has been measured among internationalization efforts to date. Scanlon (1990), in investigating the force of internationalism, discovers that it is coming from many viewpoints--from those who believe that international education will foster world peace, from those who warn that it is necessary for U.S. national security and, lastly, from those most recently who acknowledge that it will ensure U.S. economic viability.

Policy Statements on International Education

But are there other more pragmatic, closer-to-home reasons for grass roots organizations like community colleges to consider when they initiate internationalization and need to turn to a base of ideas such as those outlined in this study? This question is quickly and easily answered by reviewing statements that underscore an operating principle for community colleges: the understanding and fulfillment of their mission. The first key document to be published by the AACC that spoke to the need to internationalize came in the form of the association's 1987 Public Policy Agenda. Next came Building Communities: A Vision for a New Century (Commission on the Future of Community Colleges, 1988), which was issued as a policy statement by the same association, and in it the AACC urged its members to provide their constituencies with "a better understanding of other cultures" (pp. 31-32), doing so through the general education sequence. Other recommendations in this document include the establishment of an international activities office, internationalized curricula, co-curricular events, and international exchanges, with international students reserved as campus cultural resources. Also released in 1988 by AACC was that year's Public Policy Agenda, an even more specific call for colleges to internationalize. Point six of this document is most supportive of international education:

> To help community, technical, and junior colleges to more effectively meet the economic and cultural needs of the nation in an increasingly **international environment** [their emphasis]. This will be accomplished by:
>
> - Helping national decision makers utilize community, technical, and junior colleges as an instrument of foreign policy.
> - Encouraging the federal government to include to a greater degree community, technical, and junior colleges in matters of international education and training.
> - Encouraging more member colleges to become active in the AACC International/Intercultural Consortium and in other international education activities.
> - Advocating closer working relationships between college leaders and their counterparts in other countries.
> - Increasing policymaker awareness of the continuing shift of American work force toward post-secondary education and training keyed to demands of a global environment.
> - Helping member colleges focus on the emerging concept of "global citizenship."
> - Promoting the use of telecommunications among educational leaders on an international basis. (p. 15)

The year 1989 brought another AACC Public Policy Agenda and priorities for that year; among those goals are two that are essential to international education: "Goal 3: Disseminating information about the core curriculum that presents international perspectives, integrates the core into technical and career education programs, and explores common learning goals for non-degree and part-time students"; and "Goal 4: Helping colleges increase international/intercultural awareness on campus, in the surrounding community, and with their counterparts in other countries" (pp. 22-23). Immediate past AACC president Dale Parnell (1990), in his latest book, Dateline 2000: The New Higher Education Agenda, continues the message that community colleges must extend their visions to become more international.

Other policy statements have come from outside the community college arena but are directed to it nonetheless such as the one from the State University of New York, which issued a paper through its International Studies and World Affairs Committee: "the burgeoning number of two-year college students must no longer be denied access [this researcher's emphasis due to the open-door philosophy of community colleges] to international perspectives" (cited in Hess, 1982, p. 44). What is most significant about this charge to community colleges is not that it comes from a four-year school; more importantly, the impact of this statement is best realized when one considers that this study was responsible for the creation of New York's Rockland Community College's internationalization efforts which soon came to be recognized as model ones across the nation (Hess, 1982).

In the state of Illinois, the Board of Higher Education has been instrumental in policy formulation that has resulted in legislation, the Higher Education International Education Act (1991), P.A. 87-1179, by surveying Illinois' senior public institutions on their international education activities, and resulting in a call for an international education policy for all Illinois institutions of higher education. The basis of the Illinois survey was one used by state of North Carolina educators, and it identified key areas for the implementation of international education (J. Osberg, personal communication, January 1992). Other schools, most notably The University of Texas at Austin, have contributed greatly to the formulation of legislation benefiting international education in their respective states (Burton & Dorland, 1991). What is noteworthy in these scenarios is the sequencing of influence regarding these international education efforts: higher education has identified a need for this type of information and has taken the lead in presenting this need to state legislatures.

The areas that have been noted by North Carolina educators dovetail with those recommended by former Secretary of Education Terrel Bell (cited in Parnell, 1990) as do the ones advocated by Greenfield (1990), as do the ones suggested by the Institute of International Education (Jimenez-Linares, 1991). Cautions about appropriate directions to take toward internationalism have come from many sources; two are those from Anderson and Kaplan. Anderson warns of the "piecemeal approach" that he sees in international education, based on a study he performed for the American Council of Education in 1988 (cited in Tillman, 1990, p. 88). Another caveat is from Robert Kaplan (cited in Parnell, 1990), linguistics professor at the University of Southern California and a former president of Teachers of English to Speakers of Other Languages (TESOL), who notes this about schools getting involved with just one area of internationalization, international students: "A great many institutions don't yet...have any clear notion of what they are doing in international education" (p. 75).

Areas of International Education Programming

Eight areas emerge as ones in which international education activities can be placed, and this study has looked at these areas exclusively: (1) American student study abroad/exchanges/work abroad; (2) faculty and administrator development; (3) presence of international students (F-1 and M-1 visas) on campus; (4) intercultural and area studies; (5) internationalizing of the curricula; (6) co-curricular events (campus-community programs); (7) technical assistance projects with foreign institutions or countries; and (8) membership in international education consortia. The above list of eight areas finds confirmation in much of the literature on this topic, for example, the writings of Shannon (1978); the American Association of Community Colleges (1982, 1988); Adams and Earwood (1982); Harari (1981); and Greenfield (1990), from whose list this study closely adapts.

Area 1: American Student Study Abroad/Exchanges/Work Abroad

One area of American student activity abroad is study abroad.

American Student Study Abroad

A beginning look at the task facing U.S. educators and administrators regarding study abroad goals for American students might well start with a reading of the report from the National Task Force on Undergraduate Education (1990), which calls for substantially increasing the numbers of American students who study abroad. Hess (1982), Robinson (1985), Harrison (1990), Spofford (1990), and Burn (1990, 1991) have contributed most significantly to writings on the topic of study abroad; however, not all of these authors have written at length about the two-year college or from its perspective. Hess activates thoughts on how to break the mold of selecting a host country that is very similar to the visiting student's home country, and Harrison and Spofford address the nontraditional nature of community college study abroad programs. The Los Angeles Community College District is seen as a leader in this area (Fersh, 1990), and their library system holds the start of a collection of international education materials from across the nation on this topical areas and others (D. Culton, personal communication, July 26, 1993). The CCIS represents over 180 U.S. colleges and universities and offers study abroad programs on a one-semester basis (CCIS, 1990). Hess (1982) has stated that the single mission of CCIS is "the creation of and maintenance of overseas programs for students and faculty" (p. 89).

Another leader in this field is the Council on International Educational Exchange (CCIE), which publishes informative pamphlets on study abroad opportunities for students, for example, Basic Facts on Study Abroad (1992a), and CIEE is joined in the publication of this pamphlet by the National Association of Foreign Student Affairs (NAFSA) and the Institute of International Education (IIE). CIEE also produces a newsletter, Campus Update, which is directed toward educators and study abroad administrators. Burn et al. (1990) have critically examined the characteristics of those U.S. students who choose to study abroad, the changes that occur within students who do so, and the long-term effects that are attached to the study abroad experience in their comprehensive work, Study Abroad: The Experience of American Undergraduates.

Student Exchange Programs

While there is overlapping in this area as many of the people writing on this topic are also providing information on study abroad programs, as is the case of Hess (1982) and Robinson (1985), there is an early article by Glick (1978) that deserves mention in this section because of its argument for not only international education for two-year college students--not just four-year college ones--but for the benefits to two-year colleges which participate in direct exchanges. Even though Glick lists other areas of internationalization, the main thrust of his article is to present the very positive experiences a college can have through a direct exchange agreement, for example, a technical school, the University of Minnesota Technical College at Crookston, which enjoyed an exchange agreement in occupational programs through the auspices of the United Kingdom Reciprocal Exchange.

Other cross-referencing in this topical area of exchanges occurs because consortia offer student exchange programs; an example of one that has an almost 20-year history is the CCIS. A relatively new opportunity for student exchanges in the state of Illinois is made available by the Illinois Consortium for International Studies and Programs (ICISP), begun with assistance from Illinois State University, and one to which approximately 35 Illinois community colleges belong (ICISP, 1991), and other states which have entered into consortia also offer opportunities for exchanges. Two CIEE publications that reflect on international educational exchange are the Council's own report, Educating for Global Competence (1992b), and a work in the Council's "Occasional Papers" series, The Contribution of International Educational Exchange of Americans: Projections for the Year 2000 (Burn, 1990). Lastly, the CCID initiated by Brevard Community College in Florida offers exchanges similar to those mentioned above; however, this consortium's real strength is found in its linkages to foreign technical assistance projects (King, 1990a), for which it is well respected.

Work Abroad

A detailed accounting of sources for employment overseas is found in a publication edited by Franz and Hernandez (1992) for the Council on International Educational Exchange (CIEE); this book not only cites opportunities by country for long-term employment but also discusses short-term employment as well as voluntary experiences. Most importantly, this book identifies the essential tools required for a successful venture in employment abroad. Roberts, Gliozzo, and Shingleton (1990) edit a book on international internships. Chaifetz (1992) has produced a manual on how to set up an international work program for community college students based on her experiences in initiating such a program at her college, and Aitches and Hoemeke (1992) examine the academic component attached to work abroad. Beers, Charles and Cowan (1990) look at work abroad as it interfaces with a community college's entire plan for internationalization.

Area 2: Faculty and Administrator Development

Writings on the contribution of teaching and administrative personnel indicate leadership potential emanating from these groups.

Faculty Development

Due to the limitations in the international background of most community college faculty, special support services must be in place to accommodate these shortcomings when participation in faculty exchanges is sought (Hess, cited in Edwards & Tonkin, 1990, p. 23). Goodwin and Nacht (1991) also speak to this issue of a lack of overseas experience. Backman (1984), Groennings (1990), McCarthy (1992), Harari (1992), and Carter (1992) view faculty development as crucial to the successful implementation of internationalization on a campus. In fact, J. McCarthy (personal communication, June 1992) sees faculty development efforts in internationalization as the key initiator for overall internationalization efforts on a campus (personal communication, June 1992). Robinson (1990) writes generally about facilitating faculty exchange, looking at it from the perspective of faculty development.

Consortia can also be most helpful in this category, for example, the CCIS. Two community colleges that surface with a good degree of experience in setting up faculty exchanges are Lansing Community College (Fersh, 1990) and Monroe Community College (Edwards & Tonkin, 1990). Ebersole has taken a practical look at what is involved in a positive faculty exchange experience (1990).

Administrator Development

This clearly is an area which is just beginning to take form and appear in the literature. Consortia would be most helpful in this task, and some state consortia, for example, the one in Illinois, ICISP (1991), offers an Administrative Exchange Program in the United Kingdom. Harari (personal communication, August 1993) views administrator leadership as an essential first step to internationalizing a campus.

Area 3: Presence of International Students (F-1 and M-1 Visas) on Campus

Perhaps the oldest means of internationalizing a campus, the topic of international students on campus, has had much published on it due to its headaches and blessings. Tillman (1990) and Woolston (1983) take a hands-on approach to dealing with international students and all the mechanisms required to have these students function successfully. Background information on international students on a national scale is well covered by Anderson (1988) and Zikopoulos (1987, 1991, 1992) with the latter author producing comprehensive demographics on international students studying in the U.S. Policy issues relative to international students are covered by Goodwin and Nacht (1983). A wealth of information is also available through an association which takes very seriously the presence of international students on our campuses, NAFSA, and has published principles, standards, and policies to guide educators and administrators on international educational exchanges (1981, 1992a,b). Advisors can look to Althen (1983) as a definitive source for directives regarding international student advisement.

Area 4: Intercultural and Area Studies

Two names associated with this topic which often appear in the literature are Fersh and King, both associated with the CCID and Brevard Community College in Florida. These authors have published much over the last two decades, and often jointly contribute to articles, offering rationales and guidelines for how to develop intercultural programs at community colleges. King is president of Brevard and chairman of the board of directors of CCID, and Fersh was a former AACC director of international services; such experiences result in many publications to their credit as well as references by other authors citing them. Fersh's (1979, 1990) articles on the international dimension at community colleges overview the implications of instilling intercultural studies, yet this is only one of his publications as his name frequently appears in print relative to internationalizing colleges, and for audiences that include the general public, the government, and academe.

So too does King's. His area of specialization is found in foreign technical assistance programs (1990a) although his contribution to the field of international education has been widespread enough that his name appears in articles ranging from the philosophy of international education to the praxis of technical assistance projects. In fact, his article entitled "The Community College's International Vision" was named an award winner in the AACC President's Academy (1990b).

Robinson (1985) describes intercultural studies in the community college setting. Groennings and Wiley (1990) have compiled a set of essays on the internationalization of many disciplines, and intercultural and area studies are included in this collection. Greene (1984) should be consulted on the scope and effect of intercultural studies at a two-year college. Vassiliou (1984-85) has written of the growing interest in international studies on two-year college campuses. Lambert (1989) covers intercultural and international studies in depth. An organization which promotes intercultural studies is the American Council on International/Intercultural Education (ACIIE), and sees itself as an aid to the integration of international and intercultural education (ACIIE, 1992).

Two important studies were commissioned at the governmental level on the topic of the importance of international studies; one was previously noted because it was an early mention of the community college's role in international education, Strength Through Wisdom (Perkins et al., 1979). A reference to it should be reinforced here because it elevated the place of foreign languages and international studies. Secondly, is a report prepared by the National Advisory Board on International Education Programs, which was presented to the Secretary of Education and entitled "Critical Needs in International Education: Recommendations for Action" (Holderman, 1983). Title VI B of the Higher Education Act (1965) has provided for much interest and support of international education, with Sections 603 and 604 particularly attuned to undergraduate internationalism. Lastly, the National Security Education Program has grown out of the National Security Act sponsored by Senator David Boren (D-Okla.); this Act was signed into law as PL 102-183 in December of 1991 and is a study abroad funding initiative that provides for three new federal international education programs: one to provide graduate study abroad scholarships; one to fund fellowships for graduate study in the U.S. in international fields, and one to award grants to strengthen international programs on campuses (CIEE, "Campus Update," 1991).

Area 5: Internationalizing of the Curricula

Much good material comes from this area as it is a relatively easy way for a community college to internationalize, whether it is through full development of a new course or infusion of international perspectives in already existing courses. Harris (1980) writes of a particular approach to internationalizing curricula in the community college setting, that is, by an infusion method. Other authors offering advice on the reshaping of curricula are Greene (1984, 1990), who was instrumental in designing an international/intercultural education requirement at Florida's Broward Community College, and Paquette (1989) from Virginia's community college system, who suggests how to internationalize a particular subject, history, within the humanities track.

Well-known documents on trade education and business education are those written by Mahoney and Sakamoto (1985) and Huhra and Fifield (1991); business education is covered by Fifield and Sam (1986, 1989), who close the gap on how to implement internationalism in business curricula by detailing the efforts of a specific college in a citywide college system with a Title VI grant. This insight is of value to colleges because this type of grant is a vehicle by which many colleges enter the international education corridor. Nehrt (1981) uses a case-study approach in observing how business courses can be internationalized.

Harari (1981/3) provides guidelines for internationalizing the campus via the curriculum, and Myer (1979) has edited individual essays on U.S. curricula and how they figure into developing countries' needs. Detailed treatment of how to internationalize many disciplines is found in a collection of articles edited by Groennings and Wiley (1990). Burn (1991) edits a volume that shows the results of eight colleges and universities who were part of the Study Abroad Articulation Project (SAAP) supported by the Ford Foundation, one which sought to identify the obstacles that students face when participating in study abroad as well as the strategies that need to be taken to overcome hurdles to study abroad.

Area 6: Co-curricular Events

These can be dubbed campus-community links, ranging from international food fairs to international guest speakers, and Hochhauser (1990) and NAFSA (1986) provide insights into fun and meaningful international events that colleges and their communities can share. Two organizations which have joined two-year colleges in partnerships in bridging the gap between campuses and communities are Sister Cities International and the International Visitors Center.

Area 7: Technical Assistance Projects with Foreign Institutions or Countries

Names that have been mentioned previously, most notably Maxwell King, as well as the CCID, constitute a good deal of the authorship in this topical area. Breuder and King (1979, 1980) have also collaborated to write about cooperatives with other countries. Nielsen and Aldridge assess the challenges of technical training overseas. Andrews' (1984) dissertation reports on a national level community colleges' involvement in overseas technical assistance projects.

Area 8: Membership in International Education Consortia

While the aforementioned nationwide consortia are certainly credible names to consider when selecting one with which to associate, it should also be noted that state consortia are forming across the country, as exhibited by California, Florida, Illinois, Michigan, Minnesota, and New Jersey (Scanlon, 1990), the East-West Center in Hawaii, Kentucky, New York, Pennsylvania, one encompassing southwestern states and centered in Louisiana, Virginia and West Virginia (Pickert & Turlington, 1992). The benefits of such relationships are outlined by Breuder and King (1979) and Greene and Adams (1979).

Summary

A preliminary perusal of the literature on the topic of international education efforts in U.S. community colleges reveals that a few states and their accompanying community colleges are taking the initiative in this field, that some areas such as providing for international students, offering U.S. students study abroad experiences, and developing international dimensions for the curricula are those that have produced the largest volume of writings. But when evaluating these and the other above-noted areas of internationalization efforts, one cannot attest to their importance in international education unless a study such as the validated one herein is undertaken; anything less is not as valuable and immediately applicable to building internationalism.

CHAPTER 3

METHODOLOGY

The previous chapter surveyed literature related to international education at the higher education level. In this chapter, the method of procedure for the study is presented. Chapter 3 is divided into three main parts. The first deals with a description of the following: the purposes of the study; research questions; the type and design of the study; and then, the development of the instrument. The second part overviews the source of data. The third and final part of this chapter explains the procedures for the data collection and the data analysis that were employed.

Purposes of the Study

The main purposes of this study were, first, to identify and present areas of international education programming in two-year colleges; second, to identify and present indicators of quality of international education that accompany these topical areas; third, to validate and rate these areas and indicators through the use of expert panels; and fourth, to see if relationships exist between the rater types and their ratings of the areas and indicators.

Research Questions

The eight research questions which were answered by this study were the following.

1. What are the areas of international education programming?
2. What are the indicators of quality in international education programming?
3. What are the experts' ratings of the areas of international education programming?
4. What are the experts' ratings of the indicators of quality of international education programming?
5. Is there a relationship between the rater types and their ratings of the areas of international education programming?
6. Is there a relationship between the rater types and their ratings of the indicators of quality of international education programming?
7. What are the rankings overall for the areas of international education?
8. What are the rankings for the indicators of quality of international education within their areas as well as overall?

Type and Design of the Study

The type and design that was used for the study was ex post facto. The study is relational in nature. In terms of variables operationalized, the independent variables are the seven professional fields which the raters represent, that is, educational associations; business (the service sector)/industry (the manufacturing sector); voluntary organizations (the nonprofit sector); two-year colleges; four-year colleges and universities; government; and healthcare. The dependent variables are the ratings given to the areas and the indicators of quality of international education programming. The population for this study are all experts in internationalization efforts in the United States in the seven professional areas represented in this study, and the sample drawn for this study were the members of the expert panels as described herein.

The methodology used was survey due to the nature of the study, that is, an identification of the areas and indicators of quality of international education programming, and also because the researcher was sampling from a widely dispersed group of respondents. A researcher-developed instrument was designed and administered to both sets of expert panels in two main phases. First, a validation document was presented to the jurors who validated the inclusion of material contained within the document as well as its accuracy and language clarity. Then, a pilot test was conducted of the newly formulated rating instrument which evolved from revisions to the validation document that were suggested by the jurors. Second, the rating instrument was presented to the raters who rated the importance of the topical areas and their indicators of quality in light of the areas' and indicators' importance to overall international education programming efforts at two-year colleges.

Use of Expert Panels, Likert Scales, and Descriptive Statistics

Utilization of an expert panel was sought because "the use of experts to make judgments about the worth of an educational program is a time-honored and widely used method of evaluation" (Borg & Gall, 1989, p. 775). One of the first and major steps of this study was the judging of the indicators by the first panel, the jurors. This procedure also allowed for expert opinion, "often used to establish content validity" (Salkind, 1991, p. 89).

The rating instrument that was used by the raters to rate the importance of the areas of international education programming and their indicators of quality was a Likert scale. Using such a scale allowed for "a set of attitude items, all of which are considered of approximately equal 'attitude value'" (Kerlinger, 1986, p. 453).

In addition, Likert scales are the most popular type of attitude scale and are appropriate to use because the areas and indicators that were written into the validation document and the rating instrument express an opinion or feeling about internationalization, and they express clear positive and negative values, which ask for the rater's degree of agreement or disagreement with the statement given on a area or a indicator of quality (Salkind, 1991). In an important study concerned with the use of attitude scales done by Tittle and Hill, six different types of attitude scales were compared, and the Likert scale was found to be superior to all the other scale types (Borg & Gall, 1989). Descriptive statistics rather than inferential statistics were utilized in analyzing this data because the frequency in some cells was less than 5 (Gravetter & Wallnau, 1985); however, it should be noted that while the number of respondents is small (30), these individuals are recognized as experts in this field, based on established criteria such as title of position in primary professional role, publication and presentation records, national leadership positions within professional organizations, and recommendations of other experts.

Development of the Instrument

The first step in the development of the rating instrument was the identification, selection, and development of the topical areas and indicators of quality, which were quoted directly from the literature. Second, this identification, selection, and development of material evolved into a validation document, which called for the jurors receiving it to validate the indicators in terms of their inclusion, accuracy, and language clarity. Third, after revisions were made by the researcher from the jurors' suggestions, a rating instrument was designed, based on the following criteria: if 60% of the jurors indicated that an indicator should not be included, it was deleted even if that meant the deletion of an entire area; if 60% of the jurors commented on the indicator's accuracy and/or language clarity, a comparison was made between the wording of the indicator in the validation document and the wording of the indicator in its original source, and if the wording suggested by the jurors did not appreciably alter the intent of the indicator as it was originally stated by its speaker, the indicator was changed to reflect the suggestions of the jurors. These changes, however, occurred very infrequently due to the indicators being directly quoted from the literature. Fourth, a pilot testing of the rating instrument was made to ascertain the readability and overall readiness of the rating instrument. Piloters who are either administrators or faculty members in higher education and who are actively engaged in internationalization efforts in their position piloted the rating instrument. Fifth, the rating instrument was submitted to a second panel of experts, the raters, who then rated the importance of the areas and indicators in light of two-year colleges' international education programming efforts. Both groups of experts were selected beforehand by the researcher.

As noted above, a survey of reference material in this field was consulted to identify and develop the areas and indicators. These data reflect input from four-year school sources as well as community college ones. Due to the fact that much material is written by and about four-year schools' experiences and that community colleges are partners with the four-year schools by sharing many of the same concerns and certainly many of the same audiences, it was appropriate that four-year school material became a part of the formation of the areas and indicators of quality in this study.

The Evaluation of the Areas and Indicators

The following eight topical areas, that is, American student study abroad/exchanges/work abroad; faculty and administrator development; presence of international students (F-1 and M-1 visas) on campus; intercultural and area studies; internationalizing of the curricula; co-curricular events (campus-community programs); technical assistance projects with foreign institutions or countries; and membership in international education consortia, formed the eight topical areas from which the indicators of quality were generated. The literature confirms the appropriateness of including and considering these eight areas. Some of these topical areas have shorter histories than others, and therefore the literature on them and the diversity and number of the indicators relative to them reflected this.

The criteria by which the indicators were selected by this researcher for this study were the following:

1. The indicator must be a comprehensive generalization or a part of a comprehensive generalization.
2. The indicator must not be a definition.
3. The indicator must be true within the limits stated.
4. The indicator must be stated definitely or clearly implied in the writing of the author being used (adapted from Blackburn, 1956).

Both the validation document sent to the jurors and the rating instrument sent to the raters are found in their entirety in Appendices D and E respectively. Also included in the Appendices are copies of cover letters to participants (A), directions to participants (B), and demographics sheets (C), which were sent with the validation document and the rating instrument when they were mailed to the jurors and raters.

Since the areas were quoted so directly from authoritative sources, they were accepted as being accurate. The check for content inclusion, accuracy, and language clarity was handled by presenting the indicators to the first panel of experts, the jurors, 10 in number, and each of whom represented one of these seven professional areas: the business (the service sector)/industry (the manufacturing sector), two-year colleges, four-year colleges and universities, government, healthcare, educational associations, and voluntary organizations (the nonprofit sector). These professions were chosen because they represent the professions that two-year college students enter and also represent areas with whom two-year colleges most often interface. Jurors in this study are individuals who are currently and directly involved in internationalization in their respective professions at the local and state levels. In addition, the jurors had knowledge of the philosophy and structure of the two-year college by the researcher having provided written statements on such. Demographic information on the jurors was sought for generalizability purposes and to argue for the jurors' qualifications as such and thus their inclusion in the study.

After the jurors finished their validation of the indicators, the indicators were revised by the researcher, and a rating instrument evolved as a result of the jurors' suggestions. The rating instrument was then submitted to piloters, and then sent on to the raters after being piloted. This second expert panel, the raters, performed the actual rating. The raters numbered 30, with representatives from each of the seven above-mentioned professions. The primary area of expertise of the rater types is internationalization within the profession they are representing, and their secondary area of expertise is their knowledge of the community college by the researcher having provided written statements on the philosophy and structure of the community college. The raters are individuals currently and directly involved in internationalization at the national level. Demographic information on the raters was sought for generalizability purposes and to argue for the raters' qualifications as such and thus their inclusion in the study.

Sources of Data

The main sources of data for this study were the following: the first was a source for the areas and indicators, which as noted above, came from a survey of the literature on the eight topical areas and their indicators; next, data came from expert opinion, that is, an evaluation of the indicators by the panel of jurors; and, lastly, data for this study derived from another expert panel, that is, the ratings of the areas and indicators as assigned to them by the panel of raters.

Selection of the Jurors

Two sets of experts were used in the overall process of validating the areas and indicators of quality, as has been noted in earlier sections of this study. The first panel of experts was the jurors. The jurors were selected to judge content inclusion, accuracy and language clarity. They were ten in number. (See note below on alternates.) Jurors represent the seven professional fields to which the raters also belong. The criteria by which the jurors were selected were the following:

1. The juror is currently and directly involved in the internationalization of his/her respective profession at the local or state level.
2. The juror has knowledge of the philosophy and structure of the two-year college, which was furnished in written statements by the researcher.

A list of the jurors is given in Appendix G.

Selection of the Piloters

The piloters who were selected are individuals who serve as either administrators or faculty, and all of these piloters are actively engaged in internationalization efforts in higher education. A list of the piloters is given in Appendix G.

Selection of the Raters

The second panel of experts, the raters, are those who performed the task of assigning a rating value to each of the eight topical areas and the indicators which come under these eight topical areas. The selection of the rater types, numbered 30, with representation from each of the professions listed earlier. (See note below on alternates.) The raters were chosen on the basis of the following criteria:

1. The rater is a nationally known expert on internationalization within his/her representative profession. Title of position in primary professional role, publication and presentation record, national leadership position within professional organizations, and recommendations of other experts served in judging a rater to have "national expert status."
2. The rater has knowledge of the community college philosophy and structure, and this was accomplished by the researcher providing written statements on the philosophy and structure to the raters.

A list of the raters is given in Appendix G.

Alternate Jurors and Raters

In the event that a juror or rater was unable to or failed to respond, an alternate was selected as a substitute. Alternates were chosen using the same criteria.

Instrument Validation Technique

The following technique was utilized as one phase of the validation of the areas and indicators. The panel of jurors was used in this phase, and they were given the validation document, a set of directions, an explanation of their part in the study, and brief details on the study's purpose. A copy of these directions is given in Appendix B.

The source of each indicator that was a part of the final instrument which the raters received and rated is shown in Appendix F, as is the final rating instrument itself as seen in Appendix E.

When the jurors returned their validation documents to the researcher, any suggested revisions the jurors made were considered, and if 60% of the jurors indicated that an indicator should not be included, it was deleted even if that meant the deletion of an entire area; if 60% of the jurors commented on the indicator's accuracy and/or language clarity, a comparison was made between the wording of the indicator in the validation document and the wording of the indicator in its original source, and if the wording suggested by the jurors did not appreciably alter the intent of the indicator as it was originally stated by its speaker, the indicator was changed to reflect the suggestions of the jurors. These changes, however, occurred very infrequently due to the indicators being directly quoted from the literature. The revised validation document evolved into the rating instrument which was submitted to the panel of raters for their assessment. This latter step (submittal to the raters) was the second phase of this validation technique.

The Instrument: Obtaining the Ratings

The technique used to obtain the ratings was in the form of a listing of areas and their indicators of quality in a rating instrument and a group of raters who were asked to rate the areas and their indicators on a one to five Likert scale, with 1 equaling high and 5 equaling low in terms of importance. Some demographic information (Appendix C) was sought on the raters, and this was sought for generalizability purposes and to argue for the qualifications of the raters and thus their inclusion as such in this study. A copy of the directions given to the raters is found in Appendix B.

In addition to the listing of areas and indicators plus directions, the jurors and raters received a cover letter outlining the purpose of the study (Appendix A). Jurors were given seven days to respond to the validation document. If, after that time period, they had not responded, a telephone call was placed to them. A week extension was offered to the juror, and after that time if he/she did not respond, an alternate juror was mailed the validation document and asked to respond.

Raters were allowed two weeks to respond to the rating instrument. After this time period had lapsed, a follow-up phone call was made to the rater. If a response was not received within seven days of the follow-up phone call, an alternate rater was sent the instrument and asked to respond. This procedure was carried out until 100% of the raters responded, that is, at least three from each of the seven professional fields represented in this study.

Reliability and Validity

Reliability was provided for in this study by the use of items selected--both the areas and their indicators of quality--from authoritative information sources. In addition, reliability was checked by the use of a pilot test of the rating instrument. Validity was accomplished through the use of expert panels, a Likert scale instrument, the screening for content validity through the use of a panel of jurors, and in terms of external validity, the national expert status of the rater panel, which allows this study to be generalized nationally.

Data Collection

The data were collected by mailing the validation document to the jurors and the rating instrument to the raters. Personal contact was made with each of the jurors and raters prior to their receipt of the instrument in order to gain their support of and participation in this study. Although the names of the jurors and raters are shared in Appendix G of this study, the individual responses of the jurors and raters have been kept confidential.

Data Analysis

Descriptive statistics rather than inferential statistics were utilized in analyzing this data because the frequency in some cells was less than 5 (Gravetter & Wallnau, 1985); however, it should be noted that while the number of respondents is small (30), they are recognized as experts in this field, based on established criteria such as title of position in primary professional role, publication and presentation records, national leadership position within professional organizations, and recommendations of other experts. The statistics are also shared in tabular form.

Two types of measures have been used: (1) the ranking of the areas and indicators by the researcher after the raters have rated the areas and indicators; and (2) a check to determine the relationship between the ratings given and the seven different types of raters who assigned the ratings.

The comparison between the seven types of raters and their ratings is considered to be important in order to see what the relationship is among these seven types. To determine this relationship, crosstabulations of the ratings were computed, thereby addressing the research questions.

Ranking of Topical Areas and Indicators

The descending rank ordering of the eight topical areas and their indicators has been developed by using the means of the ratings given to them by the raters. An analysis was made of the areas and indicators to determine the number of raters who rated each area and indicator as being Very Important, Moderately Important, or Not Important. Tabulations were used to determine the mean rating given to each of the areas and each indicator.

The descending rank orders of each area and indicator was determined by putting the areas' and indicators' mean ratings in descending order. When more than one indicator rating was the same as another indicator rating, that is, a tie, the indicators share the same ranking; the next ranking used was the next eligible rank based upon the number of tied indicators.

Summary

The outset of this chapter was directed toward the methods used to develop and to determine which areas and indicators are important to include in international programming at two-year colleges. This chapter concludes with the techniques used to examine the data once it was collected. What remains in this study is the presentation and analysis of the data in Chapter 4 and a summary as well as conclusions, implications and recommendations for future research, which are given in Chapter 5. References and Appendices conclude this study.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

The previous chapter contained an explanation for the process used for the data collection: the development of the instrument, the survey technique employed, and the method of analyzing the data.

This chapter presents the data collected and covers the following: the frequency distributions of the ratings given by the expert raters for the areas of international education and their accompanying indicators of quality as well as the means for the areas and indicators; next, the crosstabulations of the ratings by all rating groups are given for the ratings for the areas of international education and for their accompanying indicators to show relationships across rater groups. Lastly, the rank ordering (descending) of all areas of international education, the rank ordering of indicators within their respective areas as well as the rank ordering of all indicators are presented. When an indicator received the same mean as another indicator, that is, when a tie occurred, the indicators share the same ranking. The next ranking shown was the next eligible rank based upon the number of tied indicators that immediately preceded it.

Descriptive statistics rather than inferential statistics were utilized in analyzing this data because the frequency in some cells was less than 5 (Gravetter & Wallnau, 1985); however, it should be noted that while the number of respondents is small (30), these individuals are recognized as experts in this field, based on established criteria such as title of position in primary professional role, publication and presentation records, national leadership positions within professional organizations, and recommendations of other experts.

The data which follow respond to one of the main purposes of this study: to provide information on and validation of quality international education programming to two-year colleges; therefore, indicators which received a high rating, that is, a mean of between 1.0 and 2.0, overall and across all rater groups and as computed from the mean of their ratings, are presented in descending order. Again, in the interest of providing data which are helpful to two-year colleges in their choices of quality international education programming, those indicators which received low ratings, that is, a mean of 3.0 to 5.0, overall and across all rater groups and as computed from the mean of their ratings, are given in descending order so that colleges might be aware of them and might avoid them if they so choose. Further, those indicators which received a high rating, that is, a mean of 1.0 to 2.0, but whose areas were rated as moderately important, that is, a mean of 2.0 to 3.0, overall and across all rater groups and as computed from the mean of their ratings, will also be presented in descending order because these indicators were rated high on an individual basis but not overall. These indicators are presented since they are ones that colleges may wish to include once the highest ranked areas and indicators are in place at their institutions. In addition, a descending rank ordering for the indicators overall is presented.

Areas will be identified as being high or moderately important in terms of their importance to two-year colleges, based on the overall ranking that the areas received as computed from the mean of their ratings. Six areas are rated high (mean of 1.0 to 2.0) and are listed in descending order: faculty development, internationalizing the curricula, American student study abroad, international students (presence of on U.S. campuses), administrator development, and exchanges. Six areas are rated moderately important (mean of 2.0 to 3.0) and are listed in descending order: intercultural studies, co-curricular events (campus-community programs), area studies, membership in international education consortia, technical assistance projects with international institutions or countries, and work abroad. These last two areas received the lowest overall mean. While no area received a low mean, that is, 3.0 to 5.0, some indicators within the lowest rated areas did receive a low mean, as will be noted.

Demographics

Since raters were selected on the basis of their expert status, a minimum of demographic data was sought on them at the time that they were surveyed, and this was done only for generalizability purposes and to argue for their expert status. Appendix C is a sample of the demographics sheet sent to the raters. Thirty experts (Appendix G) from across the United States were sent a rating instrument (Appendix E) and 100% of those responded. One of the purposes of this study was to survey responses from those audiences with which two-year colleges most often interact, so seven of these professional fields were identified and surveyed. The number of experts who responded to this study by rater type (profession), the rater type they represent, and the raters' years of involvement in international education are: 6 representatives from educational associations, with 2 in the 26-30 year range, 2 in the 21-25 year range, 1 in the 16-20 year range, and 1 in the 1-5 year range; 3 representatives from business (service sector)/industry (manufacturing sector), with 1 in the 11-15 year range and 2 in the 1-5 year range; 4 representatives from voluntary organizations (the nonprofit sector), with 1 in the 21-25 year range, 2 in the 16-20 year range, 1 in the 11-15 year range, and 1 in the 6-10 year range; 5 representatives from two-year colleges, with 1 in the 36-40 year range, 1 in the 26-30 year range, 2 in the 16-20 year range, and 1 in the 11-15 year range; 6 representatives from four-year colleges and universities, with 1 in the 36-40 year range, 3 in the 16-20 year range, and 2 in the 11-15 year range; 3 representatives from government, with 1 in the 16-20 year range, 1 in the 11-15 year range, and 1 in the 6-10 year range; and 3 representatives from healthcare, with 1 in the 11-15 year range, 1 in the 6-10 year range, and 1 in the 1-5 year range.

Research Questions

The data collected and reported in this chapter were in response to the questions posed at the outset of this study.

1. What are the areas of international education programming?

2. What are the indicators of quality of international education programming?

3. What are the experts' ratings of the areas of

international education?

4. What are the experts' ratings of the indicators of quality of international education programming?

5. Is there a relationship between the rater types and their ratings of the areas of international education programming?

6. Is there a relationship between the rater types and their ratings of the indicators of quality of international education programming?

7. What are the rankings overall for the areas of international education?

8. What are the rankings for the indicators of quality of international education within their areas as well as overall?

Findings in Response to Research Questions 1 and 2

Research questions 1 and 2 pertained to the areas and indicators of quality of international education programming. These questions were answered by identifying the areas and indicators from the literature in this field and then, secondly, by designing two instruments which presented the areas and indicators to two panels of experts. Initially, the material which eventually was used in the rating instrument was validated by an expert panel (Appendix G), 10 jurors in all, who judged the inclusion of the content, its accuracy, and its language clarity. The material contained within the validation document asked the expert jurors whether the material should be included or not, and to make any additional comments relative to the material that the juror wished. Based on their suggestions, the validation document they judged was revised by the researcher, and this document became the rating instrument (Appendix E). The rating instrument was mailed to the raters, and it asked them to rate eight major areas of international education.

Areas that could very naturally be unified, for example, American student activity abroad, resulted in three areas: study abroad, exchanges, and work abroad. Consequently, the total number of areas rated by the experts was 12, with the grouped areas identifiable by an "A," "B," or "C" and a numeral of 1 to 8. Again, all areas are considered significant for international education. Areas as presented in the rating instrument were the following: Area 1: American student study abroad/exchanges/work abroad; Area 2: faculty development/administrator development; Area 3: presence of international students (F-1 and M-1 visas) on campus; Area 4: intercultural studies/area studies; Area 5: internationalizing the curricula; Area 6: co-curricular events (campus-community programs); Area 7: technical assistance projects with international institutions or countries; and Area 8: membership in international education consortia.

In terms of indicators of quality of international education, the rating instrument presented 175 indicators to the raters for their ratings, and the indicators were placed in the rating instrument under their interrelated area of international education. A Likert scale was used in the rating instrument, with "1" being the highest rating and "5" being lowest. Value labels were "very important"=1; "moderately important"=3; "not important"=5. Missing data were not calculated. Appendix D shows a copy of the validation document, which went to the first expert panel, the jurors; Appendix E contains the rating instrument, which was rated by the second panel of experts, the raters; and Appendix F contains the sources of the rating instrument indicators.

Findings in Response to Research Questions 3 and 4

Due to the fact that the areas of international education programming and the indicators of quality of international education programming are so interrelated, the findings on each will be reported together.

Research questions 3 and 4 asked for the ratings for the areas and indicators of quality of international education programming, and these data will be shared by reporting the item number to which the item corresponds on the rating instrument (areas and indicators were also combined in the numbering in the rating instrument), an identification of the area or indicator itself, the rating given to the areas and indicators, the frequency distribution, what percentage that frequency reflects of all ratings received, the mean for the area or indicator across all seven rater groups, and the number of raters responding. Missing data were not calculated. Means have been rounded off. Thirty expert raters were used. Tabular information on the findings for each area and indicator that is part of this discussion is also presented. The letter "Q" in the tables refers to the item number the item received on the rating instrument when the areas and indicators were combined for numbering when the data analysis was performed; thus, items run from Q001 to Q187.

The order of the areas listed below mirrors their placement in the rating instrument raters received; the order of the indicators listed below reflects the rating they received, whether that was a high rating (1.0 to 2.0) in a high rated area, a low rating (3.0 to 5.0) in a low area, or a high rating in a moderately important-rated area (2.0 to 3.0), as will be specified in the following results.

Area 1A: American Student Study Abroad

This area, American student study abroad, corresponds to item number 001 on the rating instrument, and is an area which can be stated as having received a high rating, that is, a rating of 1.0 to 2.0, and was rated as the third highest area among all 12 areas (8 major and 4 subareas). It is one of three areas which was looked at in terms of American student activity abroad. Value labels and values that could have been assigned were: "very important"=1; 2; "moderately important"=3; 4; and "not important"=5, which indicates that a rating of 1 was a high rating and a rating of 5 was a low rating. This item received a rating of 1 from 14 of the raters (46.7%), a rating of 2 from 10 raters (33.3%), a rating of 3 from 5 raters (16.7%), and a rating of 4 from 1 rater (3.3%). The mean was 1.77 as rated across all seven rater groups, and the number of missing cases was none. Table 1 also shows these results.

Indicators contained within American student study abroad area. The indicators which follow are ones which received high ratings, that is, a rating of 1.0 to 2.0, and are presented in descending order.

"Sponsoring institutions (U.S.) should provide full details to students on academic, cultural, financial, and social aspects of programs" corresponds to item number 022

Table 1

Q001, Area 1A: American Student Study Abroad Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	14	46.7
	2	10	33.3
Moderately Important	3	5	16.7
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.77; missing cases=0.

on the rating instrument and was rated the highest indicator among the 175. This item received a rating of 1 from 27 of the raters (90.0%) and a rating of 2 from 3 raters (10.0%). The mean was 1.10 as rated across all seven rater groups, and the number of missing cases was none. Table 2 also shows these results.

"Programs should be evaluated periodically by student participants, program administrators, and a faculty advisory committee" corresponds to item number 017 on the rating instrument and was rated the second highest indicator among the 175. This item received a rating of 1 from 25 of the raters (83.3%), a rating of 2 from 4 raters (13.3%), and a rating of 3 from 1 rater (3.3%). The mean was 1.20 as rated across all seven rater groups, and the number of missing cases was none. Table 3 also shows these results.

"Participants should have both pre-departure and on-site orientations to their study abroad experience" corresponds to item number 023 on the rating instrument and was rated the fifth highest indicator among the 175. This item received a rating of 1 from 22 of the raters (73.3%), a rating of 2 from 6 raters (20.0%), and a rating of 3 from 2 raters (6.7%). The mean was 1.33 as rated across all seven rater groups, and the number of missing cases

Table 2

American Student Study Abroad Indicator Frequencies: Q022--Program Details

Value Label	Value	Frequency	Percent
Very Important	1	27	90.0
	2	3	10.0
Moderately Important	3	0	0.0
Total		30	100.0

Note. Mean=1.10; missing cases=0.

Table 3

American Student Study Abroad Indicator Frequencies: Q017--Program Evaluation

Value Label	Value	Frequency	Percent
Very Important	1	25	83.3
	2	4	13.3
Moderately Important	3	1	3.3
Total		30	100.0

Note. Mean=1.20; missing cases=0.

was none. Table 4 also shows these results.

"Programs should have clearly defined criteria and policies for judging performance and assigning credit that are in accord with practices at the home (U.S.) institution" corresponds to item number 008 on the rating instrument. This item received a rating of 1 from 17 of the raters (56.7%), a rating of 2 from 6 raters (30.0%), and a rating of 3 from 4 raters (13.3%). The mean was 1.57 as rated across all seven rater groups, and the number of missing cases was none. Table 5 also shows these results.

"Programs should provide for adequate administrative, counseling, and supervisory services at the foreign host institution corresponds to item number 015 on the rating instrument. This item received a rating of 1 from 13 of the raters (43.3%), a rating of 2 from 14 raters (46.7%), and a rating of 3 from 2 raters (6.7%). The mean was 1.70 as rated across all seven rater groups, and the number of missing cases was none. Table 6 also shows these results.

"Sponsoring campuses (U.S.) should require a visit and/or adequate consultation at least once each year with host institution (overseas)" corresponds to number 016 on the rating instrument. This item received a rating of 1 from 13 of the raters (43.3%), a rating of 2 from 10 raters (33.3%), and a rating of 3 from 7 raters (23.3%). The mean was 1.80 as rated across all seven rater groups,

Table 4

American Student Study Abroad Indicator Frequencies: Q023--Participant Orientations

Value Label	Value	Frequency	Percent
Very Important	1	22	73.3
	2	6	20.0
Moderately Important	3	2	6.7
Total		30	100.0

Note. Mean=1.33; missing cases=0.

Table 5

American Student Study Abroad Indicator Frequencies: Q008--Assignment of Credit

Value Label	Value	Frequency	Percent
Very Important	1	17	56.7
	2	9	30.0
Moderately Important	3	4	13.3
Total		30	100.0

Note. Mean=1.57; missing cases=0.

Table 6

American Student Study Abroad Indicator Frequencies: Q015--Services at Foreign Host Institution

Value Label	Value	Frequency	Percent
Very Important	1	13	43.3
	2	14	46.7
Moderately Important	3	2	6.7
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.70; missing cases=0.

and the number of missing cases was none. Table 7 also shows these results.

"Applicants should be screened in regard to adequate academic background" corresponds to item number 018 on the rating instrument. This item received a rating of 1 from 12 of the raters (40.0%), a rating of 2 from 11 raters (36.7%), a rating of 3 from 6 raters (20.0%), and a rating of 4 from 1 rater (3.3%). The mean was 1.87 as rated across all seven rater groups, and the number of missing cases was none. Table 8 also shows these results.

"The study abroad component should be fully integrated into the rest of a student's program" corresponds to item number 010 on the rating instrument. This item received a rating of 1 from 10 of the raters (33.3%), a rating of 2 from 13 raters (43.3%), a rating of 3 from 5 raters (16.7%), and a rating of 4 from 2 raters (6.7%). The mean was 1.97 as rated across all seven rater groups, and the number of missing cases was none. Table 9 also shows these results.

Area 1B: Exchanges

Exchanges is an area which corresponds to item number 026 on the rating instrument and can be described as having received a high rating, that is, a rating of 1.0 to 2.0, and was rated as sixth highest among the highest six areas. This item received a rating of 1 from 11 of the

Table 7

American Student Study Abroad Indicator Frequencies: Q016--Host Institution Consultation

Value Label	Value	Frequency	Percent
Very Important	1	13	43.3
	2	10	33.3
Moderately Important	3	7	23.3
Total		30	100.0

Note. Mean=1.80; missing cases=0.

Table 8

American Student Study Abroad Indicator Frequencies: Q018--Applicant Screening

Value Label	Value	Frequency	Percent
Very Important	1	12	40.0
	2	11	36.7
Moderately Important	3	6	20.0
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.87; missing cases=0.

Table 9

American Student Study Abroad Indicator
Frequencies: Q010--Academic Integration

Value Label	Value	Frequency	Percent
Very Important	1	10	33.3
	2	13	43.3
Moderately Important	3	5	16.7
	4	2	6.7
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.97; missing cases=0.

raters (37.9%), a rating of 2 from 10 raters (34.5%), a rating of 3 from 6 raters (20.7%), and a rating of 4 from 2 raters (6.9%). The mean was 1.97 as rated across all seven rater groups, and the number of missing cases was 1. Table 10 also shows these results.

Indicator contained within exchanges area. The indicator which follows is one which received high ratings, that is, a rating of 1.0 to 2.0.

"A strong conceptual link should be made between exchanges and the curriculum" corresponds to item number 028 on the rating instrument. This item received a rating of 1 from 15 of the raters (50.0%), a rating of 2 from 11 raters (36.7%), a rating of 3 from 3 raters (10.0%), and a rating of 4 from 1 rater (3.3%). The mean was 1.67 as rated across all seven rater groups, and the number of missing cases was none. Table 11 also shows these results.

Area 1C: Work Abroad

Work abroad is an area that corresponds to item number 031 on the rating instrument. It is an area which received a moderately important rating, that is a rating of 2.0 to 3.0; however, this area was rated lowest among all the areas, so its lowest rated indicator is shared below. This item received a rating of 1 from 2 of the raters (6.9%), a rating of 2 from 8 raters (27.6%), a

Table 10

Q026, Area 1B: Exchanges Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	11	37.9
	2	10	34.5
Moderately Important	3	6	20.7
	4	2	6.9
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.97; missing cases=1.

Table 11

Exchanges Indicator Frequencies:
Q028--Curriculum Links

Value Label	Value	Frequency	Percent
Very Important	1	15	50.0
	2	11	36.7
Moderately Important	3	3	10.0
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.67; missing cases=0.

rating of 3 from 16 raters (55.2%), a rating of 4 from 2 raters (6.9%), and a rating of 5 from 1 rater (3.4%). The mean was 2.72 as rated across all seven rater groups, and the number of missing cases was 1. Table 12 also shows these results.

Indicator contained within work abroad area. The indicator which follows is one which received low ratings, that is, a rating of 3.0 to 5.0. It is one of the lowest rated indicators among the 175 and the lowest rated within its area.

"Work abroad experiences should derive from volunteer work abroad" corresponds to item number 035 on the rating instrument. This item received a rating of 1 from 1 of the raters (3.3%), a rating of 2 from 1 rater (3.3%), a rating of 3 from 11 raters (36.7%), a rating of 4 from 10 raters (33.3%), and a rating of 5 from 7 raters (23.3%). The mean was 3.70 as rated across all seven rater groups, and the number of missing cases was none. Table 13 also shows these results.

Area 2A: Faculty Development

Faculty development is an area which corresponds to item number 036 on the rating instrument. It is an area that received a high rating, that is, a rating of 1.0 to 2.0, and was the area which was rated highest among all the areas. This item received a rating of 1 from 19 of

Table 12

Q031, Area 1C: Work Abroad Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	2	6.9
	2	8	27.6
Moderately Important	3	16	55.2
	4	2	6.9
Not Important	5	1	3.4
Total		30	100.0

Note. Mean=2.72; missing cases=1.

Table 13

Work Abroad Indicator Frequencies:
Q035--Derivation from Volunteer Work

Value Label	Value	Frequency	Percent
Very Important	1	1	3.3
	2	1	3.3
Moderately Important	3	11	36.7
	4	10	33.3
Not Important	5	7	23.3
Total		30	100.0

Note. Mean=3.70; missing cases=0.

the raters (65.5%), a rating of 2 from 9 raters (31.0%), and a rating of 3 from 1 rater (3.4%). The mean was 1.38 as rated across all seven rater groups, and the number of missing cases was 1. Table 14 also shows these results.

Indicators contained within faculty development area. The indicators which follow are ones which received high ratings, that is, a rating of 1.0 to 2.0.

"Colleges should support faculty development by faculty input in the design of study abroad and other international programs" corresponds to item number 055 on the rating instrument. This item received a rating of 1 from 15 of the raters (50.0%), a rating of 2 from 14 raters (46.7%), and a rating of 3 from 1 rater (3.3%). The mean was 1.53 as rated across all seven rater groups, and the number of missing cases was none. Table 15 also shows these results.

"The international arena should be recognized as one of the most acceptable and desired areas of faculty development" corresponds to item number 037 on the rating instrument. This item received a rating of 1 from 19 of the raters (63.3%), a rating of 2 from 4 raters (13.3%), a rating of 3 from 6 raters (20.0%), and a rating of 4 from 1 rater (3.3%). The mean was 1.63 as rated across all seven rater groups, and the number of missing cases was

Table 14

Q036, Area 2A: Faculty Development Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	19	65.5
	2	9	31.0
Moderately Important	3	1	3.4
Total		29	100.0

Note. Mean=1.38; missing cases=1.

Table 15

Faculty Development Indicator Frequencies: Q055--Support Through Design Input

Value Label	Value	Frequency	Percent
Very Important	1	15	50.0
	2	14	46.7
Moderately Important	3	1	3.3
Total		30	100.0

Note. Mean=1.53; missing cases=0.

none. Table 16 also shows these results.

"Faculty abroad assignments should be based on a faculty member's flexibility, adaptability, self-sufficiency, and compatibility" corresponds to item number 057 on the rating instrument. This item received a rating of 1 from 16 of the raters (53.3%), a rating of 2 from 9 raters (30.0%), a rating of 3 from 4 raters (13.3%), and a rating of 4 from 1 rater (3.3%). The mean was 1.67 as rated across all seven rater groups, and the number of missing cases was none. Table 17 also shows these results.

"Faculty members should have the opportunity to increase their in-service international education opportunities" corresponds to item number 043 on the rating instrument. This item received a rating of 1 from 11 of the raters (36.7%), a rating of 2 from 16 raters (53.3%), and a rating of 3 from 3 raters (10.0%). The mean was 1.73 as rated across all seven rater groups, and the number of missing cases was none. Table 18 also shows these results.

"Colleges should support faculty development by faculty exchanges" corresponds to item number 049 on the rating instrument. This item received a rating of 1 from 16 of the raters (53.3%), a rating of 2 from 7 raters (23.3%), a rating of 3 from 6 raters (20.0%), and a rating

Table 16

Faculty Development Indicator
Frequencies: Q037--Acceptability
and Desirability of Internationalism

Value Label	Value	Frequency	Percent
Very Important	1	19	63.3
	2	4	13.3
Moderately Important	3	6	20.0
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.63; missing cases=0.

Table 17

Faculty Development Indicator Frequencies: Q057--Attributes for Assignments Abroad

Value Label	Value	Frequency	Percent
Very Important	1	16	53.3
	2	9	30.0
Moderately Important	3	4	13.3
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.67; missing cases=0.

Table 18

Faculty Development Indicator Frequencies: Q043--In-service Opportunities

Value Label	Value	Frequency	Percent
Very Important	1	11	36.7
	2	16	53.3
Moderately Important	3	3	10.0
Total		30	100.0

Note. Mean=1.73; missing cases=0.

of 4 from 1 rater (3.3%). The mean was 1.73 as rated across all seven rater groups, and the number of missing cases was none. Table 19 also shows these results.

"Schools should provide incentives for participating in international education activities" corresponds to item number 046 on the rating instrument. This item received a rating of 1 from 15 of the raters (50.0%), a rating of 2 from 8 raters (26.7%), a rating of 3 from 5 raters (16.7%), and a rating of 4 from 2 raters (6.7%). The mean was 1.80 as rated across all seven rater groups, and the number of missing cases was none. Table 20 also shows these results.

"Colleges should support faculty development by travel monies" corresponds to item number 052 on the rating instrument. This item received a rating of 1 from 14 of the raters (46.7%), a rating of 2 from 9 raters (30.0%), a rating of 3 from 6 raters (20.0%), and a rating of 4 from 1 rater (3.3%). The mean was 1.80 as rated across all seven rater groups, and the number of missing cases was none. Table 21 also shows these results.

"Colleges should hire more faculty with international expertise" corresponds to item number 058 on the rating instrument. This item received a rating of 1 from 11 of the raters (36.7%), a rating of 2 from 15 raters (50.0%), a rating of 3 from 3 raters (10.0%), and a rating of 5

Table 19

Faculty Development Indicator
Frequencies: Q049--Support
Through Exchanges

Value Label	Value	Frequency	Percent
Very Important	1	16	53.3
	2	7	23.3
Moderately Important	3	6	20.0
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.73; missing cases=0.

Table 20

Faculty Development Indicator Frequencies: Q046--Incentives for Participation

Value Label	Value	Frequency	Percent
Very Important	1	15	50.0
	2	8	26.7
Moderately Important	3	5	16.7
	4	2	6.7
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.80; missing cases=0.

Table 21

Faculty Development Indicator Frequencies: Q052--Support Through Travel Monies

Value Label	Value	Frequency	Percent
Very Important	1	14	46.7
	2	9	30.0
Moderately Important	3	6	20.0
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.80; missing cases=0.

from 1 rater. The mean was 1.83 as rated across all seven rater groups, and the number of missing cases was none. Table 22 also shows these results.

"Opportunities for faculty to acquire or strengthen foreign language skills should be expanded" corresponds to item number 059 on the rating instrument. This item received a rating of 1 from 15 of the raters (50.0%), a rating of 2 from 8 raters (26.7%), a rating of 3 from 4 raters, and a rating of 4 from 3 raters (10.0%). The mean was 1.83 as rated across all seven rater groups, and the number of missing cases was none. Table 23 also shows these results.

"The internationalization of an institution should emanate from the faculty development in the international area" corresponds to item number 042 on the rating instrument. This item received a rating of 1 from 10 of the raters (33.3%), a rating of 2 from 14 raters (46.7%), and a rating of 3 from 6 raters (20.0%). The mean was 1.87 as rated across all seven rater groups, and the number of missing cases was none. Table 24 also shows these results.

"All faculty should possess and share information on international education opportunities in their roles as advisors" corresponds to item number 041 on the rating instrument. This item received a rating of 1 from 14 of

Table 22

Faculty Development Indicator Frequencies: Q058--Hiring of International Expertise

Value Label	Value	Frequency	Percent
Very Important	1	11	36.7
	2	15	50.0
Moderately Important	3	3	10.0
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.83; missing cases=0.

Table 23

Faculty Development Indicator Frequencies: Q059--Foreign Language Skills

Value Label	Value	Frequency	Percent
Very Important	1	15	50.0
	2	8	26.7
Moderately Important	3	4	13.3
	4	3	10.0
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.83; missing cases=0.

Table 24

Faculty Development Indicator Frequencies: Q042--Internationalization Through Faculty

Value Label	Value	Frequency	Percent
Very Important	1	10	33.3
	2	14	46.7
Moderately Important	3	6	20.0
Total		30	100.0

Note. Mean=1.87; missing cases=0.

the raters (46.7%), a rating of 2 from 7 raters (23.3%), a rating of 3 from 7 raters (23.3%), and rating of 4 from 2 raters (6.7%). The mean was 1.903 as rated across all seven rater groups, and the number of missing cases was none. Table 25 also shows these results.

"Colleges should support faculty development by faculty involvement in U.S. and international contracts and grants" corresponds to item number 054 on the rating instrument. This item received a rating of 1 from 9 of the raters (30.0%), a rating of 2 from 14 raters (46.7%), and a rating of 3 from 7 raters (23.3%). The mean was 1.93 as rated across all seven rater groups, and the number of missing cases was none. Table 26 also shows these results.

Area 2B: Administrator Development

Administrator development is an area that corresponds to item number 061 on the rating instrument. It is an area which can be stated as having received a high rating, that is, a rating of 1.0 to 2.0, and was one of the six highest rated areas. This item received a rating of 1 from 9 of the raters (37.5%), a rating of 2 from 10 raters (41.7%), and a rating of 3 from 5 raters (20.8%). The mean was 1.83 as rated across all seven rater groups, and the number of missing cases was six. Table 27 also shows these results.

Table 25

Faculty Development Indicator
Frequencies: Q041--Faculty as Advisors

Value Label	Value	Frequency	Percent
Very Important	1	14	46.7
	2	7	23.3
Moderately Important	3	7	23.3
	4	2	6.7
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.90; missing cases=0.

Table 26

Faculty Development Indicator Frequencies: Q054--Support Through International Contracts and Grants

Value Label	Value	Frequency	Percent
Very Important	1	9	30.0
	2	14	46.7
Moderately Important	3	7	23.3
Total		30	100.0

Note. Mean=1.93; missing cases=0.

Table 27

Q061, Area 2B: Administrator Development Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	9	37.5
	2	10	41.7
Moderately Important	3	5	20.8
Total		24	100.0

Note. Mean=1.83; missing cases=6.

Indicator contained within administrator development area. The indicator which follows received a high rating, that is, a rating of 1.0 to 2.0, and was rated the third highest indicator among the 175.

"Top level administrators should become the encouragers of internationalization" corresponds to item number 062 on the rating instrument. It was rated as one of the highest indicators among the 175. This item received a rating of 1 from 25 of the raters (83.3%), a rating of 2 from 4 raters (13.3%), and a rating of 4 from 1 rater (3.3%). The mean was 1.23 as rated across all seven rater groups, and the number of missing cases was none. Table 28 also shows these results.

Area 3: International Students

International students, that is, their presence on U.S. two-year college campuses, is an area that corresponds to item number 066 on the rating instrument. It is an area which received a high rating, that is, a rating of 1.0 to 2.0, and was rated fourth highest among the areas. This item received a rating of 1 from 12 of the raters (41.4%), a rating of 2 from 12 raters (41.4%), a rating of 3 from 4 raters (13.8%), and a rating of 4 from 1 rater (3.4%). The mean was 1.79 as rated across all seven rater groups, and the number of missing cases was one. Table 29 also shows these results.

Table 28

Administrator Development Indicator Frequencies: Q062--Top-Level Administrators as Encouragers

Value Label	Value	Frequency	Percent
Very Important	1	25	83.3
	2	4	13.3
Moderately Important	3	0	0.0
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.23; missing cases=0.

Table 29

Q066, Area 3: International Students on U.S. Campuses Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	12	41.4
	2	12	41.4
Moderately Important	3	4	13.8
	4	1	3.4
Not Important	5	0	0.0
Total		29	100.0

Note. Mean=1.79; missing cases=1.

Indicators contained within international students area. The indicators which follow received a high rating, that is, a rating of 1.0 to 2.0, and are presented in descending order.

"A comprehensive orientation program should be established" corresponds to item number 075 on the rating instrument. It was rated as the fourth highest indicator among the 175. This item received a rating of 1 from 23 of the raters (76.7%), a rating of 2 from 6 raters (20.0%), and a rating of 3 from 1 rater (3.3%). The mean was 1.27 as rated across all seven rater groups, and the number of missing cases was none. Table 30 also shows these results.

"Institutions should require adequate health insurance for all students and accompanying dependents and determine an appropriate minimal standard of coverage" corresponds to item number 079 on the rating instrument and was rated the sixth highest indicator among the 175. This item received a rating of 1 from 22 of the raters (73.3%), a rating of 2 from 5 raters (16.7%), and a rating of 3 from 3 raters (10.0%). The mean was 1.37 as rated across all seven rater groups, and the number of missing cases was none. Table 31 also shows these results.

"Enrolling colleges should offer advisory and counseling services on an on-going basis" corresponds to item

Table 30

International Students on U.S. Campuses Indicator Frequencies: Q075--Comprehensive Orientation

Value Label	Value	Frequency	Percent
Very Important	1	23	76.7
	2	6	20.0
Moderately Important	3	1	3.3
Total		30	100.0

Note. Mean=1.27; missing cases=0.

Table 31

International Students on U.S. Campuses Indicator Frequencies: Q079--Health Insurance

Value Label	Value	Frequency	Percent
Very Important	1	22	73.3
	2	5	16.7
Moderately Important	3	3	10.0
Total		30	100.0

Note. Mean=1.37; missing cases=0.

number 072 on the rating instrument and was rated as the sixth highest indicator among the 175 (tied with item number 079). This item received a rating of 1 from 20 of the raters (66.7%), a rating of 2 from 9 raters (30.0%), and a rating of 3 from 1 rater (3.3%). The mean was 1.37 as rated across all seven rater groups, and the number of missing cases was none. Table 32 also shows these results.

"Institutions should provide one clearly designated unit which coordinates international student services" corresponds to item number 071 on the rating instrument. This item received a rating of 1 from 17 of the raters (56.7%), a rating of 2 from 12 raters (40.0%), and a rating of 4 from 1 rater (3.3%). The mean was 1.50 as rated across all seven rater groups, and the number of missing cases was none. Table 33 also shows these results.

"Students should be sought from a variety of national backgrounds, a variety of fields" corresponds to item number 073 on the rating instrument. This item received a rating of 1 from 17 of the raters (56.7%), a rating of 2 from 9 raters (33.3%), and a rating of 3 from 3 raters (3.3%). The mean was 1.53 as rated across all seven rater groups, and the number of missing cases was none.

Table 32

International Students on U.S. Campuses Indicator Frequencies: Q072--On-going Services

Value Label	Value	Frequency	Percent
Very Important	1	20	66.7
	2	9	30.0
Moderately Important	3	1	3.3
Total		30	100.0

Note. Mean=1.37; missing cases=0.

Table 33

International Students on U.S. Campuses Indicator Frequencies: Q071--Coordinating Unit

Value Label	Value	Frequency	Percent
Very Important	1	17	56.7
	2	12	40.0
Moderately Important	3	0	0.0
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.50; missing cases=0.

Table 34 also shows these results.

"Characteristics required to enter should be correlated periodically with student retention and other measures of performance" corresponds to item number 070 on the rating instrument. This item received a rating of 1 from 10 of the raters (34.5%), a rating of 2 from 15 raters (51.7%), and a rating of 3 from 4 raters (13.8%). The mean was 1.79 as rated across all seven rater groups, and the number of missing cases was one. Table 35 also shows these results.

"Schools should only admit students into the regular academic programs of study who score at or above the required score on the Test of English as a Foreign Language (TOEFL) or who demonstrate clear oral/aural skills" corresponds to item number 069 on the rating instrument. This item received a rating of 1 from 13 of the raters (46.4%), a rating of 2 from 10 raters (35.7%), a rating of 3 from 2 raters (7.1%), and a rating of 4 from 3 raters (10.7%). The mean was 1.82 as rated across all seven rater groups, and the number of missing cases was two. Table 36 also shows these results.

Area 4A: Intercultural Studies

Intercultural studies is an area that corresponds to item number 081 on the rating instrument. It is an area

Table 34

International Students on U.S. Campuses Indicator Frequencies: Q073--Student Variety

Value Label	Value	Frequency	Percent
Very Important	1	17	56.7
	2	10	33.3
Moderately Important	3	3	10.0
Total		30	100.0

Note. Mean=1.53; missing cases=0.

Table 35

International Students on U.S. Campuses Indicator Frequencies: Q070--Entry Characteristics

Value Label	Value	Frequency	Percent
Very Important	1	10	34.5
	2	15	51.7
Moderately Important	3	4	13.8
Total		29	100.0

Note. Mean=1.79; missing cases=1.

Table 36

International Students on U.S. Campuses
Indicator Frequencies:
Q069--Language Skills

Value Label	Value	Frequency	Percent
Very Important	1	13	46.4
	2	10	35.7
Moderately Important	3	2	7.1
	4	3	10.7
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.82; missing cases=2.

which received a moderately important rating, that is, a rating of 2.0 to 3.0. This item received a rating of 1 from 10 of the raters (34.5%), a rating of 2 from 9 raters (31.0%), and a rating of 3 from 10 raters (34.5%). The mean was 2.0 as rated across all seven rater gruops, and the number of missing cases was one. Table 37 also shows these results.

Indicator contained within intercultural studies area. The indicator which follows received an average rating, that is, a rating of 2.0 to 3.0, and is presented because it is the highest rated indicator in an area receiving a moderately important rating.

"Intercultural studies should be interdisciplinary in nature" corresponds to item number 085 on the rating instrument. This item received a rating of 1 from 11 of the raters (36.7%), a rating of 2 from 10 raters (33.3%), a rating of 3 from 8 raters (26.7%), and a rating of 5 from 1 rater (3.3%). The mean was 2.00 as rated across all seven rater groups, and the number of missing cases was none. Table 38 also shows these results.

Area 4B: Area Studies

Area studies is an area that corresponds to item number 088 on the rating instrument. It is an area which received a moderately important rating, that is, a rating

Table 37

Q081, Area 4A: Intercultural Studies Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	10	34.5
	2	9	31.0
Moderately Important	3	10	34.5
Total		29	100.0

Note. Mean=2.00; missing cases=1.

Table 38

Intercultural Studies Indicator Frequencies: Q085--Interdisciplinary in Nature

Value Label	Value	Frequency	Percent
Very Important	1	11	36.7
	2	10	33.3
Moderately Important	3	8	26.7
Not Important	5	1	3.3
Total		30	100.0

Note. Mean=2.00; missing cases=0.

of 2.0 to 3.0. This item received a rating of 1 from 6 of the raters (22.2%), a rating of 2 from 8 raters (29.6%), a rating of 3 from 12 raters (44.4%), and a rating of 4 from 1 rater (3.7%). The mean was 2.30 as rated across all seven rater groups, and the number of missing cases was three. Table 39 also shows these results.

Indicator contained within area studies area. The indicator which follows received a high rating, that is, a rating of 1.0 to 2.0, and is presented because it is the highest rated indicator in an area receiving a moderately important rating.

"Foreign language should be a part of area studies" corresponds to item number 091 on the rating instrument. This item received a rating of 1 from 15 of the raters (51.7%), a rating of 2 from 9 raters (31.0%), a rating of 3 from 3 raters (10.3%), and a rating of 4 from 2 raters (6.9%). The mean was 1.72 as rated across all seven rater groups, and the number of missing cases was one. Table 40 also shows these results.

Area 5: Internationalizing the Curricula

Internationalizing the curricula is an area that corresponds to item number 092 on the rating instrument. It is an area which received a high rating, that is, a rating of 1.0 to 2.0, and was rated second highest among

Table 39

Q088, Area 4B: Area Studies Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	6	22.2
	2	8	29.6
Moderately Important	3	12	44.4
	4	1	3.7
Not Important	5	0	0.0
Total		27	100.0

Note. Mean=2.30; missing cases=3.

Table 40

Area Studies Indicator Frequencies: Q091--Foreign Languages

Value Label	Value	Frequency	Percent
Very Important	1	15	51.7
	2	9	31.0
Moderately Important	3	3	10.3
	4	2	6.9
Not Important	5	0	0.0
Total		29	100.0

Note. Mean=1.72; missing cases=1.

all the areas. This item received a rating of 1 from 18 of the raters (62.1%), a rating of 2 from 7 raters (24.1%), and a rating of 3 from 4 raters (13.8%). The mean was 1.52 as rated across all seven rater groups, and the number of missing cases was one. Table 41 also shows these results.

Indicators contained within internationalizing the curricula area. The indicators which follow received a high rating, that is, a rating of 1.0 to 2.0, and are presented in descending order.

"Internationalizing the curricula should occur at the undergraduate level" corresponds to item number 093 on the rating instrument and was rated as one of the highest indicators among the 175. This item received a rating of 1 from 20 of the raters (66.7%), a rating of 2 from 8 raters (26.7%), and a rating of 3 from 2 raters (6.7%). The mean was 1.40 as rated across all seven rater groups, and the number of missing cases was none. Table 42 also shows these results.

"Internationalizing the curricula should be recognized as a major long-term effect upon an institution" corresponds to item number 097 on the rating instrument and was rated as one of the highest indicators among the 175. This item received a rating of 1 from 19 of the raters (65.5%), a rating of 2 from 7 raters (24.1%), and a

Table 41

Q092, Area 5: Internationalizing the Curricula Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	18	62.1
	2	7	24.1
Moderately Important	3	4	13.8
Total		29	100.0

Note. Mean=1.52; missing cases=1.

Table 42

Internationalizing the Curricula Indicator Frequencies: Q093--At the Undergraduate Level

Value Label	Value	Frequency	Percent
Very Important	1	20	66.7
	2	8	26.7
Moderately Important	3	2	6.7
Total		30	100.0

Note. Mean=1.40; missing cases=0.

rating of 3 from 3 raters (10.3%). The mean was 1.45 as rated across all seven rater groups, and the number of missing cases was one. Table 43 also shows these results.

"Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in business" corresponds to item number 121 on the rating instrument. This item received a rating of 1 from 18 of the raters (60.0%), a rating of 2 from 8 raters (26.7%), and a rating of 3 from 4 raters (13.3%). The mean was 1.53 as rated across all seven rater groups, and the number of missing cases was none. Table 44 also shows these results.

"Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in journalism and communications" corresponds to item number 120 on the rating instrument. This item received a rating of 1 from 15 of the raters (50.0%), a rating of 2 from 13 raters (43.3%), and a rating of 3 from 2 raters (6.7%). The mean was 1.57 as rated across all seven rater groups, and the number of missing cases was none. Table 45 also shows these results.

"Incentive/support should be given for international curriculum development" corresponds to item number 133 on the rating instrument. This item received a rating of 1

Table 43

Internationalizing the Curricula Indicator Frequencies: Q097--Long-Term Effect

Value Label	Value	Frequency	Percent
Very Important	1	19	65.5
	2	7	24.1
Moderately Important	3	3	10.3
Total		29	100.0

Note. Mean=1.45; missing cases=1.

Table 44

Internationalizing the Curricula Indicator Frequencies: Q121--Business Courses

Value Label	Value	Frequency	Percent
Very Important	1	18	60.0
	2	8	26.7
Moderately Important	3	4	13.3
Total		30	100.0

Note. Mean=1.53; missing cases=0.

Table 45

Internationalizing the Curricula Indicator Frequencies: Q120--Journalism and Communications Courses

Value Label	Value	Frequency	Percent
Very Important	1	15	50.0
	2	13	43.3
Moderately Important	3	2	6.7
Total		30	100.0

Note. Mean=1.57; missing cases=0.

from 16 of the raters (53.3%), a rating of 2 from 10 raters (33.3%), and a rating of 3 from 4 raters (13.3%). The mean was 1.60 as rated across all seven rater groups, and the number of missing cases was none. Table 46 also shows these results.

"The international coverage of the textbooks used in introductory courses should be increased" corresponds to item number 107 on the rating instrument. This item received a rating of 1 from 16 of the raters (53.3%), a rating of 2 from 9 raters (30.0%), and a rating of 3 from 5 raters (16.7%). The mean was 1.63 as rated across all seven rater groups, and the number of missing cases was none. Table 47 also shows these results.

"Colleges should establish criteria to evaluate the international content in their general education offerings" corresponds to item number 102 on the rating instrument. This item received a rating of 1 from 15 of the raters (50.0%), a rating of 2 from 11 raters (36.7%), and a rating of 3 from 4 raters (13.3%). The mean was 1.63 as rated across all seven rater groups, and the number of missing cases was none. Table 48 also shows these results.

"Institutions should have an internationally oriented general education requirement" corresponds to item number 101 on the rating instrument. This item received a rating

Table 46

Internationalizing the Curricula Indicator Frequencies: Q133--Incentive/Support

Value Label	Value	Frequency	Percent
Very Important	1	16	53.3
	2	10	33.3
Moderately Important	3	4	13.3
Total		30	100.0

Note. Mean=1.60; missing cases=0.

Table 47

Internationalizing the Curricula Indicator Frequencies: Q107--Internationalized Textbooks

Value Label	Value	Frequency	Percent
Very Important	1	16	53.3
	2	9	30.0
Moderately Important	3	5	16.7
Total		30	100.0

Note. Mean=1.63; missing cases=0.

Table 48

Internationalizing the Curricula
Indicator Frequencies:
Q102--Internationalized General
Education Evaluation

Value Label	Value	Frequency	Percent
Very Important	1	15	50.0
	2	11	36.7
Moderately Important	3	4	13.3
Total		30	100.0

Note. Mean=1.63; missing cases=0.

of 1 from 16 of the raters (53.3%), a rating of 2 from 9 raters (30.0%), a rating of 3 from raters (10.0%), and a rating of 4 from 2 raters (6.7%). The mean was 1.70 as rated across all seven rater groups, and the number of missing cases was none. Table 49 also shows these results.

"International infusion in the curricula should be accomplished by adding non-Western materials" corresponds to item number 105 on the rating instrument. This item received a rating of 1 from 14 of the raters (46.7%), a rating of 2 from 10 raters (33.3%), and a rating of 3 from 6 raters (20.0%). The mean was 1.73 as rated across all seven rater groups, and the number of missing cases was none. Table 50 also shows these results.

Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses of education" corresponds to item number 117 on the rating instrument. This item received a rating of 1 from 13 of the raters (44.8%), a rating of 2 from 10 raters (34.5%), and a rating of 3 from 6 raters (20.7%). The mean was 1.76 as rated across all seven rater groups, and the number of missing cases was one. Table 51 also shows these results.

Colleges should require a foreign language or one or more international studies programs" corresponds to item

Table 49

Internationalizing the Curricula Indicator Frequencies: Q101--Internationalized General Education Requirement

Value Label	Value	Frequency	Percent
Very Important	1	16	53.3
	2	9	30.0
Moderately Important	3	3	10.0
	4	2	6.7
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.70; missing cases=0.

Table 50

Internationalizing the Curricula Indicator Frequencies: Q105--Non-Western Materials

Value Label	Value	Frequency	Percent
Very Important	1	14	46.7
	2	10	33.3
Moderately Important	3	6	20.0
Total		30	100.0

Note. Mean=1.73; missing cases=0.

Table 51

Internationalizing the Curricula Indicator Frequencies: Q117--Education Courses

Value Label	Value	Frequency	Percent
Very Important	1	13	44.8
	2	10	34.5
Moderately Important	3	6	20.7
Total		29	100.0

Note. Mean=1.76; missing cases=1.

number 123 on the rating instrument. This item received a rating of 1 from 16 of the raters (53.3%), a rating of 2 from 7 raters (23.3%), a rating of 3 from 5 raters (16.7%), and a rating of 4 from 2 raters (6.7%). The mean was 1.77 as rated across all seven rater groups, and the number of missing cases was none. Table 52 also shows these results.

"Language requirements should be proficiency-based rather than based on actual seat time or performance in the language classroom" corresponds to item number 125 on the rating instrument. This item received a rating of 1 from 14 of the raters (46.7%), a rating of 2 from 9 raters (30.0%), a rating of 3 from 6 raters (20.0%), and a rating of 4 from 1 rater (3.3%). The mean was 1.80 as rated across all seven rater groups, and the number of missing cases was none. Table 53 also shows these results.

"Regional cultural geography courses should be perceived as vital routes to internationalization" corresponds to item number 131 on the rating instrument. This item received a rating of 1 from 11 of the raters (36.7%), a rating of 2 from 13 raters (43.3%), and a rating of 3 from 6 raters (20.0%). The mean was 1.83 as rated across all seven rater groups, and the number of missing cases was none. Table 54 also shows these results.

"Major curriculum revisions leading to international-

Table 52

Internationalizing the Curricula Indicator Frequencies: Q123--Foreign Language or International Studies Programs Requirements

Value Label	Value	Frequency	Percent
Very Important	1	16	53.3
	2	7	23.3
Moderately Important	3	5	16.7
	4	2	6.7
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.77; missing cases=0.

Table 53

Internationalizing the Curricula Indicator Frequencies: Q125--Proficiency-Based Language Requirement

Value Label	Value	Frequency	Percent
Very Important	1	14	46.7
	2	9	30.0
Moderately Important	3	6	20.0
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.80; missing cases=0.

Table 54

Internationalizing the Curricula Indicator Frequencies: Q131--Regional Cultural Geography Courses

Value Label	Value	Frequency	Percent
Very Important	1	11	36.7
	2	13	43.3
Moderately Important	3	6	20.0
Total		30	100.0

Note. Mean=1.83; missing cases=0.

ization should plan for faculty support for at least 3 years" corresponds to item number 132 on the rating instrument. This item received a rating of 1 from 13 of the raters (43.3%), a rating of 2 from 9 raters (30.0%), a rating of 3 from 7 raters (23.3%), and a rating of 4 from 1 rater (3.3%). The mean was 1.87 as rated across all seven rater groups, and the number of missing cases was none. Table 55 also shows these results.

"International and comparative content should be incorporated into introductory-level sociology courses" corresponds to item number 129 on the rating instrument. This item received a rating of 1 from 14 of the raters (46.7%), a rating of 2 from 9 raters (30.0%), a rating of 3 from 4 raters (13.3%), and a rating of 4 from 3 raters (3.3%). The mean was 1.87 as rated across all seven rater groups, and the number of missing cases was none. Table 56 also shows these results.

"A team approach should be considered by faculty when internationalizing curricula" corresponds to item number 134 on the rating instrument. This item received a rating of 1 from 11 of the raters (36.7%), a rating of 2 from 11 raters (40.0%), a rating of 3 from 6 raters (20.0%), and a rating of 5 from 1 rater (3.3%). The mean was 1.93 as rated across all seven rater groups, and the number of missing cases was none. Table 57 also shows these

Table 55

Internationalizing the Curricula Indicator Frequencies: Q132--Duration of Faculty Support

Value Label	Value	Frequency	Percent
Very Important	1	13	43.3
	2	9	30.0
Moderately Important	3	7	23.3
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.87; missing cases=0.

Table 56

Internationalizing the Curricula Indicator Frequencies: Q129--Sociology Courses

Value Label	Value	Frequency	Percent
Very Important	1	14	46.7
	2	9	30.0
Moderately Important	3	4	13.3
	4	3	10.0
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.87; missing cases=0.

Table 57

Internationalizing the Curricula Indicator Frequencies: Q134--Team Approach

Value Label	Value	Frequency	Percent
Very Important	1	11	36.7
	2	12	40.0
Moderately Important	3	6	20.0
	4	0	0.0
Not Important	5	1	3.3
Total		30	100.0

Note. Mean=1.93; missing cases=0.

results.

"International infusion in the curricula should be accomplished by a comparative approach, analyzing from U.S. and non-U.S. perspectives" corresponds to item number 106 on the rating instrument. This item received a rating of 1 from 11 of the raters (36.7%), a rating of 2 from 12 raters (40.0%), a rating of 3 from 6 raters (20.0%), and a rating of 5 from 1 rater (3.3%). The mean was 1.93 as rated across all seven rater groups, and the number of missing cases was none. Table 58 also shows these results.

Area 6: Co-curricular Events

Co-Curricular events, that is, campus-community programs, is an area that corresponds to item number 136 on the rating instrument. It is an area which received a moderately important rating, that is, a rating of 2.0 to 3.0. This item received a rating of 1 from 4 of the raters (14.3%), a rating of 2 from 15 raters (53.6%), and a rating of 3 from 9 raters (32.1%). The mean was 2.18 as rated across all seven rater groups, and the number of missing cases was two. Table 59 also shows these results.

Indicators contained within co-curricular events area. The indicators which follow received a high rating, that is, a rating of 1.0 to 2.0, and are presented in descending order.

Table 58

Internationalizing the Curricula Indicator Frequencies: Q106--Comparative Approaches

Value Label	Value	Frequency	Percent
Very Important	1	11	36.7
	2	12	40.0
Moderately Important	3	6	20.0
	4	0	0.0
Not Important	5	1	3.3
Total		30	100.0

Note. Mean=1.93; missing cases=0.

Table 59

Q136, Area 6: Co-curricular Events (Campus-Community Programs) Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	4	14.3
	2	15	53.6
Moderately Important	3	9	32.1
Total		28	100.0

Note. Mean=2.18; missing cases=2.

"External clientele should include private business" corresponds to item number 137 on the rating instrument. This item received a rating of 1 from 12 of the raters (40.0%), a rating of 2 from 13 raters (43.3%), and a rating of 3 from 5 raters (16.7%). The mean was 1.77 as rated across all seven rater groups, and the number of missing cases was none. Table 60 also shows these results.

"Schools should provide to volunteers and participants in community programs adequate orientation for working with international students" corresponds to item number 157 on the rating instrument. This item received a rating of 1 from 14 of the raters (46.7%), a rating of 2 from 9 raters (30.0%), and a rating of 3 from 7 raters (23.3%). The mean was 1.77 as rated across all seven rater groups, and the number of missing cases was none. Table 61 also shows these results.

"External clientele should include K-12 education" corresponds to item number 138 on the rating instrument. This item received a rating of 1 from 15 of the raters (50.0%), a rating of 2 from 7 raters (23.3%), a rating of 3 from 7 raters (23.3%), and a rating of 4 from 1 rater (3.3%). The mean was 1.80 as rated across all seven rater groups, and the number of missing cases was none. Table 62 also shows these results.

Table 60

Co-curricular Events (Campus-Community Programs) Indicator Frequencies: Q137--Private Business

Value Label	Value	Frequency	Percent
Very Important	1	12	40.0
	2	13	43.3
Moderately Important	3	5	16.7
Total		30	100.0

Note. Mean=1.77; missing cases=0.

Table 61

Co-curricular Events (Campus-Community Programs) Indicator Frequencies: Q157--Orientation for Volunteers

Value Label	Value	Frequency	Percent
Very Important	1	14	46.7
	2	9	30.0
Moderately Important	3	7	23.3
Total		30	100.0

Note. Mean=1.77; missing cases=0.

Table 62

Co-curricular Events (Campus-Community Programs) Indicator Frequencies: Q138--K-12 Education

Value Label	Value	Frequency	Percent
Very Important	1	15	50.0
	2	7	23.3
Moderately Important	3	7	23.3
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.80; missing cases=0.

"External clientele should include public sector organizations" corresponds to item number 139 on the rating instrument. This item received a rating of 1 from 10 of the raters (33.3%), a rating of 2 from 15 raters (50.0%), a rating of 3 from 4 raters (13.3%), and a rating of 4 from 1 rater (3.3%). The mean was 1.87 as rated across all seven rater groups, and the number of missing cases was none. Table 63 also shows these results.

"Colleges should advance citizenship education" corresponds to item number 142 on the rating instrument. This item received a rating of 1 from 12 of the raters (40.0%), a rating of 2 from 9 raters (30.0%), a rating of 3 from 8 raters (26.7%), and a rating of 5 from 1 rater (3.3%). The mean was 1.97 as rated across all seven rater groups, and the number of missing cases was none. Table 64 also shows these results.

Area 7: Technical Assistance Projects

Technical assistance projects with international institutions or countries is an area that corresponds to item number 159 on the rating instrument. It is an area which received a moderately important rating, that is, a rating of 2.0 to 3.0; however, this area was rated second lowest among all the areas, so its lowest rated indicators are shared below. This item received a rating of 1 from 3

Table 63

Co-Curricular Events (Campus-Community Programs) Indicator Frequencies: Q139--Public Sector Organizations

Value Label	Value	Frequency	Percent
Very Important	1	10	33.3
	2	15	50.0
Moderately Important	3	4	13.3
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.87; missing cases=0.

Table 64

Co-curricular Events (Campus-Community Programs) Indicator Frequencies: Q142--Citizenship Education

Value Label	Value	Frequency	Percent
Very Important	1	12	40.0
	2	9	30.0
Moderately Important	3	8	26.7
	4	0	0.0
Not Important	5	1	3.3
Total		30	100.0

Note. Mean=1.97; missing cases=0.

of the raters (10.7%), a rating of 2 from 9 raters (32.1%), a rating of 3 from 13 raters (46.4%), and a rating of 4 from 3 raters (10.7%). The mean was 2.57 as rated across all seven rater groups, and the number of missing cases was two. Table 65 also shows these results.

Indicators contained within technical assistance area. The indicators which follow received a low rating, that is, a rating of 3.0 to 5.0, are the lowest rated indicators within their area, and are presented in descending order.

"Technical assistance projects should be viewed as an integral part of helping colleges to be academically competitive" corresponds to item number 177 on the rating instrument. This item received a rating of 1 from 2 of the raters (7.4%), a rating of 2 from 6 raters (22.2%), a rating of 3 from 13 raters (48.1%), a rating of 4 from 2 raters (7.4%), and a rating of 5 from 4 raters (14.8%). The mean was 3.00 as rated across all seven rater groups, and the number of missing cases was three. Table 66 also shows these results.

"Colleges' involvement in technical assistance projects should be driven by prior experience in technical assistance" corresponds to item number 162 on the rating instrument. This item received a rating of 1 from 2 of the raters (6.9%), a rating of 2 from 5 raters (17.2%), a

Table 65

Q159, Area 7: Technical Assistance Projects with International Institutions or Countries Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	3	10.7
	2	9	32.1
Moderately Important	3	13	46.4
	4	3	10.7
Not Important	5	0	0.0
Total		28	100.0

Note. Mean=2.57; missing cases=2.

Table 66

Technical Assistance Projects with International Institutions or Countries Indicator Frequencies: Q177--Academic Competition

Value Label	Value	Frequency	Percent
Very Important	1	2	7.4
	2	6	22.2
Moderately Important	3	13	48.1
	4	2	7.4
Not Important	5	4	14.8
Total		27	100.0

Note. Mean=3.00; missing cases=3.

rating of 3 from 14 raters (48.3%), a rating of 4 from 4 raters (13.8%), and a rating of 5 from 4 raters (13.8%). The mean was 3.10 as rated across all seven rater groups, and the number of missing cases was one. Table 67 also shows these results.

"Technical assistance bilateral agreements should be preceded by a contact at a consortium-sponsored conference" corresponds to item number 176 on the rating instrument. This item received a rating of 1 from 1 of the raters (3.7%), a rating of 2 from 6 raters (22.2%), a rating of 3 from 11 raters (40.7%), a rating of 4 from 5 raters (18.5%),and a rating of 5 from 4 raters (14.8%). The mean was 3.19 as rated across all seven rater groups, and the number of missing cases was three. Table 68 also shows these results.

Area 8: Membership in International Education Consortia Area

Membership in International Education Consortia is an area that corresponds to item number 179 on the rating instrument. It is an area which received a moderately important rating, that is, a rating of 2.0 to 3.0. This item received a rating of 1 from 5 of the raters (17.9%), a rating of 2 from 8 raters (28.6%), a rating of 3 from 13 raters (46.4%), and a rating of 4 from 2 raters (7.1%). The mean was 2.43 as rated across all seven rater groups,

Table 67

Technical Assistance Projects with International Institutions or Countries Indicator Frequencies: Q162--Prior Experience

Value Label	Value	Frequency	Percent
Very Important	1	2	6.9
	2	5	17.2
Moderately Important	3	14	48.3
	4	4	13.8
Not Important	5	4	13.8
Total		29	100.0

Note. Mean=3.10; missing cases=1.

Table 68

Technical Assistance Projects with International Institutions or Countries Indicator Frequencies: Q176--Consortium Contacts

Value Label	Value	Frequency	Percent
Very Important	1	1	3.7
	2	6	22.2
Moderately Important	3	11	40.7
	4	5	18.5
Not Important	5	4	14.8
Total		27	100.0

Note. Mean=3.19; missing cases=3.

and the number of missing cases was two. Table 69 also shows these results.

Indicators contained within membership in international education consortia area. The indicators which follow received high ratings, that is, a rating of 1.0 to 2.0, and are presented in descending order.

"Consortia should be entered into on the basis of commonality of purpose" corresponds to item number 182 on the rating instrument and was rated as one of the highest indicators among the 175. This item received a rating of 1 from 21 of the raters (70.0%), a rating of 2 from 6 raters (20.0%), and a rating of 3 from 3 raters (10.0%). The mean was 1.40 as rated across all seven rater groups, and the number of missing cases was none. Table 70 also shows these results.

"Consortia should be entered into on the basis of desire to share programs" corresponds to item number 184 on the rating instrument. This item received a rating of 1 from 10 of the raters (33.3%), a rating of 2 from 16 raters (53.3%), a rating of 3 from 3 raters (10.0%), and a rating of 4 from 1 rater (3.3%). The mean was 1.83 as rated across all seven rater groups, and the number of missing cases was none. Table 71 also shows these results.

Table 69

Q179, Area 8: Membership in International Education Consortia Frequencies

Value Label	Value	Frequency	Percent
Very Important	1	5	17.9
	2	8	28.6
Moderately Important	3	13	46.4
	4	2	7.1
Not Important	5	0	0.0
Total		28	100.0

Note. Mean=2.43; missing cases=2.

Table 70

Membership in International Education Consortia Indicator Frequencies: Q182--Commonality of Purpose

Value Label	Value	Frequency	Percent
Very Important	1	21	70.0
	2	6	20.0
Moderately Important	3	3	10.0
Total		30	100.0

Note. Mean=1.40; missing cases=0.

Table 71

Membership in International Education Consortia Indicator Frequencies: Q184--Desire to Share Programs

Value Label	Value	Frequency	Percent
Very Important	1	10	33.3
	2	16	53.3
Moderately Important	3	3	10.0
	4	1	3.3
Not Important	5	0	0.0
Total		30	100.0

Note. Mean=1.83; missing cases=0.

Findings in Response to Research Questions 5 and 6

Research questions 5 and 6 asked if there is a relationship between the rater types and their ratings of the areas of international education programming, and if there is a relationship between the rater types and their ratings of the indicators of quality of international education programming. Data on these two questions will be reported together due to the interrelatedness of the areas and their indicators and will be shared by reporting the item number to which the item corresponds on the rating instrument (areas and indicators were also combined in the numbering in the rating instrument), an identification of the area or indicator itself, the rating given to the areas and indicators and an identification of which rater type among the seven rater types assigned that rating, what percentage that rating reflects of ratings received on that item within a rater type, and the number of raters responding. Missing data were not calculated. Thirty expert raters were used and represent these rater types: 6 representatives from educational associations; 3 representatives from business (service sector)/industry (manufacturing sector); 4 representatives from voluntary organizations (the nonprofit sector); 5 representatives from two-year colleges; 6 representatives from four-year colleges and universities; 3 representatives from government; and 3 representatives from healthcare. Tabular information on the findings for each area and indicator that is part of this reporting is also presented.

The order of the areas listed below mirrors their placement in the rating instrument raters received; the order of the indicators listed below reflects the rating they received, whether that was a high rating (1.0 to 2.0) in a high-rated area, a low rating (3.0 to 5.0) in a low area, or a high rating in an average-rated area (2.0 to 3.0), as will be specified in the following results.

Area 1A: American Student Study Abroad

This area, U.S. student study abroad, corresponds to item number 001 on the rating instrument. It is an area which received a high rating, that is, a rating of 1.0 to 2.0, and was rated as third highest among all 12 areas (8 major areas, 4 subareas). This item received the following ratings: from the educational association rater type, a rating of 1 from 3 of the raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 of the raters (16.7%); from the business/industry rater type, a rating of 2 from 2 raters (66.7%) and a rating of 4 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0) and a rating of 2 from 3 raters (50.0%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 72 also shows these results.

Indicators within American student study abroad area. The indicators which follow received high ratings, that is, a rating of 1.0 to 2.0, and are presented in descending order.

"Sponsoring institutions (U.S.) should provide full details to students on academic, cultural, financial, and social aspects of programs" corresponds to item number 022 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 5 of the raters (83.3%), a rating of 2 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 4 raters (100.0%); from the two-year college rater type, a rating of 1 from 3 raters (20.0%), a rating of 2 from 2 raters

Table 72

Q001, Area 1A: Crosstabulations of Ratings on Study Abroad

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational	Count	3	2	1			6
Associations	Row %	50.0	33.3	16.7			20.0
Business/	Count		2		1		3
Industry	Row %		66.7		33.3		10.0
Nonprofit	Count	3		1			4
	Row %	75.0		25.0			13.3
2-Year Colleges	Count	1	2	2			5
	Row %	20.1	40.0	40.0			16.7
4-Year Colleges	Count	3	3				6
and Universities	Row %	50.0	50.0				20.0
Government	Count	2	1				3
	Row %	66.7	33.3				10.0
Healthcare	Count	2		1			3
	Row %	66.7		33.3			10.0
	Column	14	10	5	1	0	30
	Total	46.7	33.3	16.7	3.3	0.0	100.0

Note. Number of missing observations: 0.

(40.0%); from the four-year college/university rater type, a rating of 1 from 6 raters (100.0%); from the government rater type, a rating of 1 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 3 raters (100.0%). The number of missing cases was none. Table 73 also shows these results.

"Programs should be evaluated periodically by student participants, program administrators, and a faculty advisory committee" corresponds to item number 017 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 5 of the raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 2 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 4 raters (80.0%) and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the government rater type, a rating of 1 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 3 raters (100.0%). The number of missing cases was none. Table 74 also shows these results.

Table 73

Crosstabulations of Ratings on Study Abroad Indicators: Q022--Program Details

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	5	1		6
	Row %	83.3	16.7		20.0
Business/ Industry	Count	3			3
	Row %	100.0			10.0
Nonprofit	Count	4			4
	Row %	100.0			13.3
2-Year Colleges	Count	3	2		5
	Row %	60.0	40.0		16.7
4-Year Colleges and Universities	Count	6			6
	Row	100.0			20.0
Government	Count	3			3
	Row %	100.0			10.0
Healthcare	Count	3			3
	Row %	100.0			10.0
	Column	27	3	0	30
	Total	90.0	10.0	0.0	100.0

Note. Number of missing observations: 0.

Table 74

Crosstabulations of Ratings on Study Abroad Indicators: Q017--Program Evaluation

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational	Count	5	1		6
Associations	Row %	83.3	16.7		20.0
Business/	Count	2	1		3
Industry	Row %	66.7	33.3		10.0
Nonprofit	Count	3	1		4
	Row %	75.0	25.0		13.3
2-Year Colleges	Count	4		1	5
	Row %	80.0		20.0	16.7
4-Year Colleges	Count	5	1		6
and Universities	Row	83.3	16.7		20.0
Government	Count	3			3
	Row %	100.0			10.0
Healthcare	Count	3			3
	Row %	100.0			10.0
	Column	25	4	1	30
	Total	83.3	13.3	3.3	100.0

Note. Number of missing observations: 0.

"Participants should have both pre-departure and on site orientations to their study abroad experience" corresponds to item number 023 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 of the raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the business/ industry rater type, a rating of 1 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 2 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 4 raters (80.0%) and a rating of 2 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 75 also shows these results.

"Programs should have clearly defined criteria and policies for judging performance and assigning credit that are in accord with practices at the home (U.S.) institution" corresponds to item number 008 on the rating instrument. This item received the following ratings: from the

Table 75

Crosstabulations of Ratings on Study Abroad Indicators: Q023--Participant Orientations

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	4	1	1	6
	Row %	66.7	16.7	16.7	20.0
Business/ Industry	Count	3			3
	Row %	100.0			10.0
Nonprofit	Count	2	2		4
	Row %	50.0	50.0		13.3
2-Year Colleges	Count	4	1		5
	Row %	80.0	20.0		16.7
4-Year Colleges and Universities	Count	4	1	1	6
	Row	66.7	16.7	16.7	20.0
Government	Count	3			3
	Row %	100.0			10.0
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.0
	Column Total	22 73.3	6 20.0	2 6.7	30 100.0

Note. Number of missing observations: 0.

educational association rater type, a rating of 1 from 5 of the raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the business/industry rater type, a rating of 2 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 76 also shows these results.

"Programs should provide for adequate administrative, counseling, and supervisory services at the foreign host institution" corresponds to item number 015 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 of the raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 2 raters

Table 76

Crosstabulations of Ratings on Study Abroad Indicators: Q008--Assignment of Credit

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	5	1		6
	Row %	83.3	16.7		20.0
Business/ Industry	Count		1	2	3
	Row %		33.3	66.7	10.0
Nonprofit	Count	3		1	4
	Row %	75.0		25.0	13.3
2-Year Colleges	Count	2	2	1	5
	Row %	40.0	40.0	20.0	16.7
4-Year Colleges and Universities	Count	4	2		6
	Row %	66.7	33.3		20.0
Government	Count	1	2		3
	Row %	33.3	66.7		10.0
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.0
	Column	17	9	4	30
	Total	56.7	30.0	13.3	100.0

Note. Number of missing observations: 0.

(66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 2 from 3 raters (75.0%) and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 2 raters (40.0%), and rating of 3 from 1 rater (20.0%); from the four-year college/ university rater type, a rating of 1 from 3 raters (50.0%) and a rating of 2 from 3 raters (50.0%); from the government rater type, a rating of 2 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 77 also shows these results.

"Sponsoring campuses (U.S.) should require a visit and/or adequate consultation at least once each year with host institution (overseas)" corresponds to item number 016 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 of the raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 3 from 1 rater (25.0%); from the

Table 77

Crosstabulations of Ratings on Study Abroad Indicators:
Q015--Services of Foreign Host Institution

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	4	1		1		6
	Row %	66.7	16.7		16.7		20.0
Business/ Industry	Count	2	1				3
	Row %	66.7	33.3				10.0
Nonprofit	Count		3	1			4
	Row %		75.0	25.0			13.3
2-Year Colleges	Count	2	2	1			5
	Row %	40.0	40.0	20.0			16.7
4-Year Colleges and Universities	Count	3	3				6
	Row %	50.0	50.0				20.0
Government	Count		3				3
	Row %		100.0				10.0
Healthcare	Count	2	1				3
	Row %	66.7	33.3				10.0
	Column	13	14	2	1	0	30
	Total	43.3	47.7	16.7	3.3	0.0	100.0

Note. Number of missing observations: 0.

two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 1 rater (20.0%); from the four-year college/ university rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 2 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 78 also shows these results.

"Applicants should be screened in regard to academic background" corresponds to item number 018 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 of the raters (50.0%) and a rating of 2 from 3 raters (50.0%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 1 rater (25.0%), a rating of 2 from 2 raters (50.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 1 rater (20.0%), a rating of 3 from 2 raters (40.0%), and a rating of 4 from

Table 78

Crosstabulations of Ratings on Study Abroad Indicators:
Q016--Host Institution Consultation

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	3	2	1	6
	Row %	50.0	33.3	16.7	20.0
Business/ Industry	Count	2	1		3
	Row %	66.7	33.3		10.0
Nonprofit	Count	2	1	1	4
	Row %	50.0	25.0	25.0	13.3
2-Year Colleges	Count	2	2	1	5
	Row %	40.0	40.0	20.0	16.7
4-Year Colleges and Universities	Count	3	2	1	6
	Row %	50.0	33.3	16.7	20.0
Government	Count	1	2	3	
	Row %	33.3	66.7	10.0	
Healthcare	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.0
	Column Total	13	10	7	30
		43.3	33.3	23.3	100.0

Note. Number of missing observations: 0.

1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%); and from the health rater type, a rating of 2 from 2 raters (66.7%), and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 79 also shows these results.

"The study abroad component should be fully integrated into the rest of a student's program" corresponds to item number 010 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 of the raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 1 rater (25.0%), a rating of 2 from 2 raters (50.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 2 from 2 raters (40.0%), a rating of 3 from 1 rater (20.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 3 raters (50.0%), and a rating of 3 from 1 rater (16.7%); from the

Table 79

Crosstabulations of Ratings on Study Abroad Indicators: Q018--Applicant Screening

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	3				6
	Row %	50.0	50.0				20.0
Business/ Industry	Count	1	2				3
	Row %	33.3	66.7				10.0
Nonprofit	Count	1	2	1			4
	Row %	25.0	50.0	25.0			13.3
2-Year Colleges	Count	1	1	2	1		5
	Row %	20.0	20.0	40.0	20.0		16.7
4-Year Colleges and Universities	Count	5	1				6
	Row %	83.3	16.7				20.0
Government	Count	1		2			3
	Row %	33.3		66.7			10.0
Healthcare	Count		2	1			3
	Row %		66.7	33.3			10.0
	Column	12	11	6	1	0	30
	Total	40.0	36.7	20.0	3.3	0.0	100.0

Note. Number of missing observations: 0.

government rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 80 also shows these results.

Area 1B: Exchanges

Exchanges is an area which corresponds to item number 026 on the rating instrument and received a high rating, that is a rating of 1.0 to 2.0 and was rated as sixth highest among the highest six areas. This item received the following ratings: from the educational association rater type, a rating of 1 from 1 of the raters (16.7%), a rating of 2 from 4 raters (66.7%), and a rating of 3 from 1 of the raters (16.7%); from the business/industry rater type, a rating of 2 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 3 raters (100.0%); from the two-year college rater type, a rating of 3 from 3 raters (60.0%) and a rating of 4 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0) and a rating of 2 from 1 rater (16.7%), and a rating of 3 from 2 raters (33.3%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters

Table 80

Crosstabulations of Ratings on Study Abroad Indicators: Q010--Academic Integration

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	2	1			6
	Row %	50.0	33.3	16.7			20.0
Business/ Industry	Count	2	1				3
	Row %	66.7	33.3				10.0
Nonprofit	Count	1	2	1			4
	Row %	25.0	50.0	25.0			13.3
2-Year Colleges	Count		2	1	2		5
	Row %		40.0	20.0	40.0		16.7
4-Year Colleges and Universities	Count	2	3	1			6
	Row %	33.3	50.0	16.7			20.0
Government	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Healthcare	Count	1	2				3
	Row %	33.3	66.7				10.0
	Column	10	13	5	2	0	30
	Total	33.3	43.3	16.7	6.7	0.0	100.0

Note. Number of missing observations: 0.

(66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was one (nonprofit). Table 81 also shows these results.

Indicator contained within exchanges area. The indicator which follows received high ratings, that is, a rating of 1.0 to 2.0, and are presented in descending order.

A strong conceptual link should be made between exchanges and the curriculum" corresponds to item number 028 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 of the raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the business/ industry rater type, a rating of 2 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 2 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 1 rater (20.0%), a rating of 3 from 1 rater (20.0%), and a rating of 4 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 3 raters (100.0%); and from the health rater type, a rating of 1

Table 81

Q026, Area 1B: Crosstabulations of Ratings on Exchanges

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	1	4	1			6
	Row %	16.7	66.7	16.7			20.7
Business/ Industry	Count		3				3
	Row %		100.0				10.3
Nonprofit	Count	3					3
	Row %	100.0					10.3
2-Year Colleges	Count			3	2		5
	Row %			60.0	40.0		17.2
4-Year Colleges and Universities	Count	3	1	2			6
	Row %	50.0	16.7	33.3			20.7
Government	Count	2	1				3
	Row %	66.7	33.3				10.3
Healthcare	Count	2	1				3
	Row %	66.7	33.3				10.3
	Column	11	10	6	2	0	29
	Total	37.9	34.5	20.7	6.9	0.0	100.0

Note. Number of missing observations: 1.

from 1 rater (33.3%), a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 82 also shows these results.

Area 1C: Work Abroad

Work abroad is an area which corresponds to item number 031 on the rating instrument. It received a moderately important rating, that is a rating of 2.0 to 3.0; however, this area was rated lowest among all the areas. This item received the following ratings: from the educational association rater type, a rating of 2 from 2 raters (33.3%) and a rating of 3 from 4 of the raters (66.7%); from the business/industry rater type, a rating of 2 from 1 raters (33.3%) and a rating of 3 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 2 from 1 rater (33.3%), a rating of 3 from 1 rater (33.3%), and a rating of 5 from 1 rater (33.3%); from the two-year college rater type, a rating of 3 from 4 raters (80.0%) and a rating of 4 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 2 from 3 raters (50.0%) and a rating of 3 from 3 raters (50.0%); from the government rater type, a rating of 2 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 4 from 1 rater (33.3%). The number of missing cases was one (nonprofit). Table 83 also shows these

Table 82

Crosstabulations of Ratings on Exchanges
Indicators: Q028--Curriculum Links

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	4	2				6
	Row %	66.7	33.3				20.0
Business/ Industry	Count		2	1			3
	Row %		66.7	33.3			10.0
Nonprofit	Count	2	2				4
	Row %	50.0	50.0				13.3
2-Year Colleges	Count	2	1	1	1		5
	Row %	40.0	20.0	20.0	20.0		16.7
4-Year Colleges and Universities	Count	3	2	1			6
	Row %	50.0	33.3	16.7			20.0
Government	Count	3					3
	Row %	100.0					10.0
Healthcare	Count	1	2				3
	Row %	33.3	66.7				10.0
	Column	15	11	3	1	0	30
	Total	50.0	36.7	10.0	3.3	0.0	100.0

Note. Number of missing observations: 0.

Table 83

Q031, Area 1C: Crosstabulations of Ratings on Work Abroad

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count		2	4			6
	Row %		33.3	66.7			20.7
Business/ Industry	Count		1	2			3
	Row %		33.3	66.7			10.3
Nonprofit	Count		1	1	1		3
	Row %		33.3	33.3	33.3		10.3
2-Year Colleges	Count			4	1		5
	Row %			80.0	20.0		17.2
4-Year Colleges and Universities	Count		3	3			6
	Row %		50.0	50.0			20.7
Government	Count		1	2			3
	Row %		33.3	66.7			10.3
Healthcare	Count	2			1		3
	Row %	66.7			33.3		10.3
	Column	2	8	16	2	1	29
	Total	6.9	27.6	55.2	6.9	3.4	100.0

Note. Number of missing observations: 1.

results.

Indicator contained within work abroad area. The indicator which follows is one which received low ratings, that is, a rating of 3.0 to 5.0. It is one of the lowest rated indicators among the 175 and the lowest rated within its area.

"Work abroad experiences should derive from volunteer work abroad" corresponds to item number 035 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 3 from 2 raters (33.3%), a rating of 4 from 2 raters (33.3%), and a rating of 5 from 2 raters (33.3%); from the business/industry rater type, a rating of 3 from 2 raters (66.7%) and a rating of 4 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 3 from 2 raters (50.0%), a rating of 4 from 1 rater (25.0%), and a rating of 5 from 1 rater (25.0%); from the two-year college rater type, a rating of 3 from 1 rater (20.0%), a rating of 4 from 3 raters (60.0%), and a rating of 5 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 4 raters (66.7%); from the government rater type, a rating of 5 from 3 raters (100.0%); and from the health rater type, a rating of 4 from 3 raters (100.0%). The number of missing cases was none. Table 84 also shows these results.

Area 2A: Faculty Development

Faculty development is an area which corresponds to item number 036 on the rating instrument. It received a high rating, that is a rating of 1.0 to 2.0, and was the area which was rated highest among all the areas. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 of the raters (33.3%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 3 raters (100.0%); from the two-year college rater type, a rating of 1 from 3 raters (60.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was one (nonprofit). Table 85 also shows these results.

Indicators contained within faculty development area. The indicators which follow are ones which received high

Table 84

Crosstabulations of Ratings on Work Abroad Indicators:
Q035--Derivation from Volunteer Work

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count			2	2	2	6
	Row %			33.3	33.3	33.3	20.0
Business/ Industry	Count			2	1		3
	Row %			66.7	33.3		10.0
Nonprofit	Count			2	1	1	4
	Row %			50.0	25.1	25.1	13.3
2-Year Colleges	Count			1	3	1	5
	Row %			20.0	60.0	20.0	16.7
4-Year Colleges and Universities	Count	1	1	4			6
	Row %	16.7	16.7	66.7			20.0
Government	Count					3	3
	Row %					100.0	10.0
Healthcare	Count				3		3
	Row %				100.0		10.0
	Column	1	1	11	10	7	30
	Total	3.3	3.3	36.7	33.3	23.3	100.0

Note. Number of missing observations: 0.

Table 85

Q036, Area 2A: Crosstabulations of Ratings on Faculty Development

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	4	2		6
	Row %	66.7	33.3		20.7
Business/ Industry	Count	1	2		3
	Row %	33.3	66.7		10.3
Nonprofit	Count	3			3
	Row %	100.0			10.3
2-Year Colleges	Count	3	1	1	5
	Row %	60.0	20.0	20.0	17.2
4-Year Colleges and Universities	Count	4	2		6
	Row %	66.7	33.3		20.7
Government	Count	2	1		3
	Row %	66.7	33.3		10.3
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.3
	Column	19	9	1	29
	Total	65.5	31.0	3.4	100.0

Note. Number of missing observations: 1.

ratings, that is, a rating of 1.0 to 2.0.

"Colleges should support faculty development by faculty input in the design of study abroad and other international programs" corresponds to item number 055 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 3 raters (50.0%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 2 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 3 raters (60.0%) and a rating of 2 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%) and a rating of 2 from 4 raters (66.7%); from the government rater type, a rating of 1 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 86 also shows these results.

"The international arena should be recognized as one of the most acceptable and desired areas of faculty development" corresponds to item number 037 on the rating instrument. This item received the following ratings:

Table 86

Crosstabulations of Ratings on Faculty Development Indicators: Q055--Support Through Design Input

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational	Count	2	3	1	6
Associations	Row %	33.3	50.0	16.7	20.0
Business/	Count	1	2		3
Industry	Row %	33.3	66.7		10.0
Nonprofit	Count	2	2		4
	Row %	50.0	50.0		13.3
2-Year Colleges	Count	3	2		5
	Row %	60.0	40.0		16.7
4-Year Colleges	Count	2	4		6
and Universities	Row %	33.3	66.7		20.0
Government	Count	3			3
	Row %	100.0			10.0
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.0
	Column	15	14	1	30
	Total	50.0	46.7	3.3	100.0

Note. Number of missing observations: 0.

from the educational association rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 6 raters (100.0%); from the government rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 4 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 87 also shows these results.

"Faculty abroad assignments should be based on a faculty member's flexibility, adaptability, self-sufficiency, and compatibility" corresponds to item number 057 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the business/industry rater type, a

Table 87

Crosstabulations of Ratings on Faculty Development Indicators: Q037--Acceptability and Desirability of Internationalism

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	4	1	1			6
	Row %	66.7	16.7	16.7			20.0
Business/ Industry	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Nonprofit	Count	3		1			4
	Row %	75.0		25.0			13.3
2-Year Colleges	Count	2	1	2			5
	Row %	40.0	20.0	40.0			16.7
4-Year Colleges and Universities	Count	6					6
	Row %	100.0					20.0
Government	Count	1	1		1		3
	Row %	33.3	33.3		33.3		10.0
Healthcare	Count	2		1			3
	Row %	66.7		33.3			10.0
	Column	19	4	6	1	0	30
	Total	63.3	13.3	20.0	3.3	0.0	100.0

Note. Number of missing observations: 0.

rating of 2 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 4 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%) and a rating of 2 from 3 raters (60.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 88 also shows these results.

"Faculty members should have the opportunity to increase their in-service international education opportunities" corresponds to item number 043 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%) and a rating of 2 from 3 raters (50.0%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 1 rater (25.0%) and a rating of 2 from 3 raters (75.0%); from the two-year college rater type, a rating of

Table 88

Crosstabulations of Ratings on Faculty Development Indicators: Q057--Attributes for Assignments Abroad

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	5	1				6
	Row %	83.3	16.7				20.0
Business/ Industry	Count		1	2			3
	Row %		33.3	66.7			10.0
Nonprofit	Count	2	1		1		4
	Row %	50.0	25.0		25.0		13.3
2-Year Colleges	Count	2	3				5
	Row %	40.0	60.0				16.7
4-Year Colleges and Universities	Count	3	2	1			6
	Row %	50.0	33.3	16.7			20.0
Government	Count	2		1			3
	Row %	66.7		33.3			10.0
Healthcare	Count	2	1				3
	Row %	66.7	33.3				10.0
	Column	16	9	4	1	0	30
	Total	53.3	30.0	13.3	3.3	0.0	100.0

Note. Number of missing observations: 0.

1 from 3 raters (60.0%) and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 2 from 5 raters (83.3%) and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 89 also shows these results.

"Colleges should support faculty development by faculty exchanges" corresponds to item number 049 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the nonprofit sector rater type, a rating of 1 from 1 rater (25.0%) and a rating of 2 from 1 rater (25.0%), and a rating of 3 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater

Table 89

Crosstabulations of Ratings on Faculty Development Indicators: Q043--In-service Opportunities

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	3	3		6
	Row %	50.0	50.0		20.0
Business/ Industry	Count	1	2		3
	Row %	33.3	66.7		10.0
Nonprofit	Count	1	3		4
	Row %	25.0	75.0		13.3
2-Year Colleges	Count	3		2	5
	Row %	60.0		40.0	16.7
4-Year Colleges and Universities	Count		5	1	6
	Row %		83.3	16.7	20.0
Government	Count	1	2		3
	Row %	33.3	66.7		10.0
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.0
	Column Total	11 36.7	16 53.3	3 10.0	30 100.0

Note. Number of missing observations: 0.

(16.7%), and a rating of 4 from 1 rater (16.7%); from the government rater type, a rating of 1 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 90 also shows these results.

"Schools should provide incentives for participating in international education activities" corresponds to item number 046 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 4 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health

Table 90

Crosstabulations of Ratings on Faculty Development Indicators: Q049--Support Through Exchanges

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	2	1			6
	Row %	50.0	33.3	16.7			20.0
Business/ Industry	Count	2		1			3
	Row %	66.7		33.3			10.0
Nonprofit	Count	1	1	2			4
	Row %	25.0	25.0	50.0			13.3
2-Year Colleges	Count	1	2	2			5
	Row %	20.0	40.0	40.0			16.7
4-Year Colleges and Universities	Count	4	1		1		6
	Row %	66.7	16.7		16.7		20.0
Government	Count	3					3
	Row %	100.0					10.0
Healthcare	Count	2	1				3
	Row %	66.7	33.3				10.0
	Column	16	7	6	1	0	30
	Total	53.3	23.3	20.0	3.3	0.0	100.0

Note. Number of missing observations: 0.

rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 1 rater (66.7%). The number of missing cases was none. Table 91 also shows these results.

"Colleges should support faculty development by travel monies" corresponds to item number 052 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 3 from 1 rater (25.0%), and a rating of 4 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%) and a rating of 2 from 3 raters (60.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 2 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%). The number of missing cases was none. Table 92 also shows these results.

"Colleges should hire more faculty with international expertise" corresponds to item number 058 on the rating

Table 91

Crosstabulations of Ratings on Faculty Development Indicators: Q046--Incentives for Participation

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	1	2			6
	Row %	50.0	16.7	33.3			20.0
Business/ Industry	Count	2	1				3
	Row %	66.7	33.3				10.0
Nonprofit	Count	2			2		4
	Row %	50.0			50.0		13.3
2-Year Colleges	Count	2	1	2			5
	Row %	40.0	20.0	40.0			16.7
4-Year Colleges and Universities	Count	4	1	1			6
	Row %	66.7	16.7	16.7			20.0
Government	Count	1	2				3
	Row %	33.3	66.7				10.0
Healthcare	Count	1	2				3
	Row %	33.3	66.7				10.0
	Column	15	8	5	2	0	30
	Total	50.0	26.7	16.7	6.7	0.0	100.0

Note. Number of missing observations: 0.

Table 92

Crosstabulations of Ratings on Faculty Development Indicators: Q052--Support Through Travel Monies

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	4	1	1			6
	Row %	66.7	16.7	16.7			20.0
Business/ Industry	Count		3				3
	Row %		100.0				10.0
Nonprofit	Count	2		1	1		4
	Row %	50.0		25.0	25.0		13.3
2-Year Colleges	Count	2	3				5
	Row %	40.0	60.0				16.7
4-Year Colleges and Universities	Count	4	1	1			6
	Row %	66.7	16.7	16.7			20.0
Government	Count	2		1			3
	Row %	66.7		33.3			10.0
Healthcare	Count		1	2			3
	Row %		33.3	66.7			10.0
	Column	14	9	6	1	0	30
	Total	46.7	30.0	20.0	3.3	0.0	100.0

Note. Number of missing observations: 0.

instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 1 rater (25.0%), a rating of 2 from 2 raters (50.0%), and a rating of 5 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%) and a rating of 2 from 3 raters (50.0%); from the government rater type, a rating of 1 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 93 also shows these results.

"Opportunities for faculty to acquire or strengthen foreign language skills should be expanded" corresponds to item number 059 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 4 from 1 rater (16.7%); from the business/industry

Table 93

Crosstabulations of Ratings on Faculty Development Indicators: Q058--Hiring of International Expertise

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	4	2				6
	Row %	66.7	33.3				20.0
Business/ Industry	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Nonprofit	Count	1	2			1	4
	Row %	25.0	50.0			25.0	13.3
2-Year Colleges	Count	1	2	2			5
	Row %	20.0	40.0	40.0			16.7
4-Year Colleges and Universities	Count	3	3				6
	Row %	50.0	50.0				20.0
Government	Count		3				3
	Row %		100.0				10.0
Healthcare	Count	1	2				3
	Row %	33.3	66.7				10.0
	Column	11	15	3	0	1	30
	Total	36.7	50.0	10.0	0.0	3.3	100.0

Note. Number of missing observations: 0.

rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 4 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 1 rater (20.0%), a rating of 3 from 2 raters (40.0%), and a rating of 4 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 94 also shows these results.

"The internationalization of an institution should emanate from the faculty development in the international area" corresponds to item number 042 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (33.%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the

Table 94

Crosstabulations of Ratings on Faculty Development Indicators: Q059--Foreign Language Skills

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	4	1				6
	Row %	66.7	16.7		16.7		20.0
Business/ Industry	Count	1	2				3
	Row %	33.3	66.7				10.0
Nonprofit	Count	2	1		1		4
	Row %	50.0	25.0		25.0		13.3
2-Year Colleges	Count	1	1	2	1		5
	Row %	20.0	20.0	40.0	20.0		16.7
4-Year Colleges and Universities	Count	3	2	1			6
	Row %	50.0	33.3	16.7			20.0
Government	Count	2	1				3
	Row %	66.7	33.3				10.0
Healthcare	Count	2		1			3
	Row %	66.7		33.3			10.0
	Column	15	8	4	3	0	30
	Total	50.0	26.7	13.3	10.0	0.0	100.0

Note. Number of missing observations: 0.

nonprofit sector rater type, a rating of 1 from 1 rater (25.0%), a rating of 2 from 1 rater (25.0%), and a rating of 3 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 3 raters (60.0%) and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 4 raters (66.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 2 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 95 also shows these results.

"All faculty should possess and share information on international education opportunities in their roles as advisors" corresponds to item number 041 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 3 from 2 raters (33.%), and a rating of 4 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%), and a rating of 4 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 2

Table 95

Crosstabulations of Ratings on Faculty Development Indicators: Q042--Internationalization Through Faculty

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	3	2	1	6
	Row %	50.0	33.3	16.7	20.0
Business/ Industry	Count	1	2		3
	Row %	33.3	66.7		10.0
Nonprofit	Count	1	1	2	4
	Row %	25.0	25.0	50.0	13.3
2-Year Colleges	Count	3		2	5
	Row %	60.0		40.0	16.7
4-Year Colleges and Universities	Count	1	4	1	6
	Row %	16.7	66.7	16.7	20.0
Government	Count		3		3
	Row %		100.0		10.0
Healthcare	Count	1	2		3
	Row %	33.3	66.7		10.0
	Column	10	14	6	30
	Total	33.3	46.7	20.0	100.0

Note. Number of missing observations: 0.

raters (40.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rating (33.3%); and from the health rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 96 also shows these results.

"Colleges should support faculty development by faculty involvement in U.S. and international contracts and grants" corresponds to item number 054 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 2 raters (33.%), and a rating of 3 from 3 raters (50.0%); from the business/industry rater type, a rating of 2 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 1 rater (25.0%), a rating of 2 from 2 raters (50.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%) and a rating of 2 from 3 raters (60.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 2 raters

Table 96

Crosstabulations of Ratings on Faculty Development Indicators: Q041--Faculty as Advisors

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3		2	1		6
	Row %	50.0		33.3	16.7		20.0
Business/ Industry	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Nonprofit	Count	3			1		4
	Row %	75.0			25.0		13.3
2-Year Colleges	Count	1	2	2			5
	Row %	20.0	40.0	40.0			16.7
4-Year Colleges and Universities	Count	4	1	1			6
	Row %	66.7	16.7	16.7			20.0
Government	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Healthcare	Count	1	2				3
	Row %	33.3	66.7				10.0
	Column	14	7	7	2	0	30
	Total	46.7	23.3	23.3	6.7	0.0	100.0

Note. Number of missing observations: 0.

(33.3%), and a rating of 3 from 2 raters (33.3%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 97 also shows these results.

Area 2B: Administrator Development

Administrator development is an area which corresponds to item number 061 on the rating instrument. It received a high rating, that is a rating of 1.0 to 2.0, and was one of the six highest rated areas. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (75.0%) and a rating of 2 from 1 of the raters (25.0%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the two-year college rater type, a rating of 2 from 3 raters (60.0%) and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 1 rater (20.0%); from the government rater type, a rating of 1 from 1 rater (33.3%),

Table 97

Crosstabulations of Ratings on Faculty Development Indicators: Q054--Support Through International Contracts and Grants

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational	Count	1	2	3	6
Associations	Row %	16.7	33.3	50.0	20.0
Business/	Count		3		3
Industry	Row %		100.0		10.0
Nonprofit	Count	1	2	1	4
	Row %	25.0	50.0	25.0	13.3
2-Year Colleges	Count	2	3		5
	Row %	40.0	60.0		16.7
4-Year Colleges	Count	2	2	2	6
and Universities	Row %	33.3	33.3	33.3	20.0
Government	Count	2		1	3
	Row %	66.7		33.3	10.0
Healthcare	Count	1	2		3
	Row %	33.3	66.7		10.0
	Column	9	14	7	30
	Total	30.0	46.7	23.3	100.0

Note. Number of missing observations: 0.

a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 3 from 1 rater (100.0%). The number of missing cases was six (educational association, nonprofit, four-year college/university, and health). Table 98 also shows these results.

Indicator contained within administrator development area. The indicator which follows is one which received a high rating, that is, a rating of 1.0 to 2.0, and was rated the third highest indicator among the 175.

"Top level administrators should become the encouragers of internationalization" corresponds to item number 062 on the rating instrument. It was rated as one of the highest indicators among the 175. This item received the following ratings: from the educational association rater type, a rating of 1 from 6 raters (100.0%); from the business/industry rater type, a rating of 1 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 2 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 4 raters (80.0%) and a rating of 2 from 1 raters (20.0%); from the four-year college/university rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 4 from 1 rater

Table 98

Q061, Area 2B: Crosstabulations of Ratings on Administrator Development

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	3	1		4
	Row %	75.0	25.0		16.7
Business/ Industry	Count	2	1		3
	Row %	66.7	33.3		12.5
Nonprofit	Count	1	2		3
	Row %	33.3	66.7		12.5
2-Year Colleges	Count		3	2	5
	Row %		60.0	40.0	20.8
4-Year Colleges and Universities	Count	2	2	1	5
	Row %	40.0	40.0	20.0	20.8
Government	Count	1	1	1	3
	Row %	33.3	33.3	33.3	12.5
Healthcare	Count			1	1
	Row %			100.0	4.2
	Column Total	9	10	5	24
		37.5	41.7	20.8	100.0

Note. Number of missing observations: 6.

(33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 99 also shows these results.

Area 3: International Students

International students, that is, their presence on U.S. two-year college campuses, is an area which corresponds to item number 066 on the rating instrument. It received a high rating, that is a rating of 1.0 to 2.0, and was rated fourth highest among the areas. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 of the raters (33.3%), and a rating of 4 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the two-year college rater type, a rating of 2 from 3 raters (60.0%) and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%) and a rating of 2 from 3 raters (50.0%); from the government rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater

Table 99

Crosstabulations of Ratings on Administrator Development Indicators: Q062--Top-Level Administrators as Encouragers

Rater Type		Very Imp. 1	2	4	Not Imp. 5	Row Total
Educational Associations	Count	6				6
	Row %	100.0				20.0
Business/ Industry	Count	3				3
	Row %	100.0				10.0
Nonprofit	Count	3	1			4
	Row %	75.0	25.0			13.3
2-Year Colleges	Count	4	1			5
	Row %	80.0	20.0			16.7
4-Year Colleges and Universities	Count	5	1			6
	Row %	83.3	16.7			20.0
Government	Count	2		1		3
	Row %	66.7		33.3		10.0
Healthcare	Count	2	1			3
	Row %	66.7	33.3			10.0
	Column	25	4	1	0	30
	Total	83.3	13.3	3.3	0.0	100.0

Note. Number of missing observations: 0.

(33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was one (nonprofit). Table 100 also shows these results.

Indicators contained within international students area. The indicators which follow are ones which received a high rating, that is, a rating of 1.0 to 2.0, and are presented in descending order.

"A comprehensive orientation program should be established" corresponds to item number 075 on the rating instrument. It was rated as the fourth highest indicator among the 175. This item received the following ratings: from the educational association rater type, a rating of 1 from 6 raters (100.0%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 4 raters (80.0%) and a rating of 2 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1

Table 100

Q066, Area 3: Crosstabulations of Ratings on International Students on U.S. Campuses

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	2		1		6
	Row %	50.0	33.3		16.7		20.7
Business/ Industry	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.3
Nonprofit	Count	2	1				3
	Row %	66.7	33.3				10.3
2-Year Colleges	Count		3	2			5
	Row %		60.0	40.0			17.2
4-Year Colleges and Universities	Count	3	3				6
	Row %	50.0	50.0				20.7
Government	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.3
Healthcare	Count	2	1				3
	Row %	66.7	33.3				10.3
	Column	12	12	4	1	0	29
	Total	41.4	41.4	13.8	3.4	0.0	100.0

Note. Number of missing observations: 1.

from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 101 also shows these results.

Institutions should require adequate health insurance for all students and accompanying dependents and determine an appropriate minimal standard of coverage" corresponds to item number 079 on the rating instrument and was rated the sixth highest indicator among the 175. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and rating of 3 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 5 raters (100.0%); from the four-year college/university rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 3 raters (100.0%). The number of missing cases was none. Table 102 also shows these results.

Enrolling colleges should offer advisory and counseling services on an on-going basis" corresponds to item

Table 101

Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q075--Comprehensive Orientation

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	6			6
	Row %	100.0			20.0
Business/ Industry	Count	2	1		3
	Row %	66.7	33.3		10.0
Nonprofit	Count	2	1	1	4
	Row %	50.0	25.0	25.0	13.3
2-Year Colleges	Count	4	1		5
	Row %	80.0	20.0		16.7
4-Year Colleges and Universities	Count	5	1		6
	Row %	83.3	16.7		20.0
Government	Count	2	1		3
	Row %	66.7	33.3		10.0
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.0
	Column	23	6	1	30
	Total	76.7	20.0	3.3	100.0

Note. Number of missing observations: 0.

Table 102

Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q079--Health Insurance

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	4	2		6
	Row %	66.7	33.3		20.0
Business/ Industry	Count	2		1	3
	Row %	66.7		33.3	10.0
Nonprofit	Count	2		2	4
	Row %	50.0		50.0	13.3
2-Year Colleges	Count	5			5
	Row %	100.0			16.7
4-Year Colleges and Universities	Count	5	1		6
	Row %	83.3	16.7		20.0
Government	Count	1	2		3
	Row %	33.3	66.7		10.0
Healthcare	Count	3			3
	Row %	100.0			10.0
	Column Total	22	5	3	30
		73.3	16.7	10.0	100.0

Note. Number of missing observations: 0.

number 072 on the rating instrument and was rated sixth highest indicator among the 175 (tied with item number 079). This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 4 raters (80.0%) and a rating of 2 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the government rater type, a rating of 1 from 3 raters (100.0%); from the health rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 103 also shows these results.

"Institutions should provide one clearly designated unit which coordinates international student services" corresponds to item number 071 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%) and a rating of 2 from 3 raters (50.0%);

Table 103

Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q072--On-going Services

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	4	2		6
	Row %	66.7	33.3		20.0
Business/	Count	2	1		3
	Row %	66.7	33.3		10.0
Nonprofit	Count	2	1	1	4
	Row %	50.0	25.0	25.0	13.3
2-Year Colleges	Count	4	1		5
	Row %	80.0	20.0		16.7
4-Year Colleges and Universities	Count	4	2		6
	Row %	66.7	33.3		20.0
Government	Count	3			3
	Row %	100.0			10.0
Healthcare	Count	1	2		3
	Row %	33.3	66.7		10.0
	Column	20	9	1	30
	Total	66.7	30.0	3.3	100.0

Note. Number of missing observations: 0.

from the business/industry rater type, a rating of 2 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 1 rater (25.0%) and a rating of 2 from 3 raters (75.0%); from the two-year college rater type, a rating of 1 from 5 raters (100.0%); from the four-year college/ university rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 4 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater 2 (33.3%). The number of missing cases was none. Table 104 also shows these results.

"Students should be sought from a variety of national backgrounds, a variety of fields" corresponds to item number 073 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 3 from 1 rater (25%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%) and a rating of 2 from 3

Table 104

Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q071--Coordinating Unit

Rater Type		Very Imp. 1	2	4	Not Imp. 5	Row Total
Educational Associations	Count	3	3			6
	Row %	50.0	50.0			20.0
Business/ Industry	Count			3		3
	Row %			100.0		10.0
Nonprofit	Count	1	3			4
	Row %	25.0	75.0			13.3
2-Year Colleges	Count	5				5
	Row %	100.0				16.7
4-Year Colleges and Universities	Count	5	1			6
	Row %	83.3	16.7			20.0
Government	Count	1	1	1		3
	Row %	33.3	33.3	33.3		10.0
Healthcare	Count	2	1			3
	Row %	66.7	33.3			10.0
	Column	17	12	1	0	30
	Total	56.7	40.0	3.3	0.0	100.0

Note. Number of missing observations: 0.

raters (60.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 3 raters (50.0%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 105 also shows these results.

"Characteristics required to enter should be correlated periodically with student retention and other measures of performance" corresponds to item number 070 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 2 raters (40.0%), and rating of 3 from 1 rater (20.0%); from the business/industry rater type, a rating of 2 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 2 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%) and a rating of 2 from 4 raters (66.7%); from the government rater type, a rating of 1

Table 105

Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q073--Student Variety

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational	Count	5	1		6
Associations	Row %	83.3	16.7		20.0
Business/	Count	2	1		3
Industry	Row %	66.7	33.3		10.0
Nonprofit	Count	2	1	1	4
	Row %	50.0	25.0	25.0	13.3
2-Year Colleges	Count	2	3		5
	Row %	40.0	60.0		16.7
4-Year Colleges	Count	2	3	1	6
and Universities	Row %	33.3	50.0	16.7	20.0
Government	Count	2		1	3
	Row %	66.7		33.3	10.0
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.0
	Column	17	10	3	30
	Total	56.7	33.3	10.0	100.0

Note. Number of missing observations: 0.

from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was one (educational association). Table 106 also shows these results.

"Schools should only admit students into the regular academic programs of study who score at or above the required score on the Test of English as a Foreign Language (TOEFL) or who demonstrate clear oral/aural skills" corresponds to item number 069 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (60.0%) and a rating of 2 from 2 raters (40.0%); from the business/industry rater type, a rating of 2 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 2 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 2 raters (40.0%), and a rating of 4 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (60.0%), a rating of 2 from 1 rater (20.0%), and a rating of 4 from 1 rater (20.0%); from the government rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 4 from 1 rater (33.3%); and

Table 106

Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q070--Entry Characteristics

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	2	2	1	5
	Row %	40.0	40.0	20.0	17.2
Business/ Industry	Count		3		3
	Row %		100.0		10.3
Nonprofit	Count	2	2		4
	Row %	50.0	50.0		13.8
2-Year Colleges	Count	1	2	2	5
	Row %	20.0	40.0	40.0	17.2
4-Year Colleges and Universities	Count	2	4		6
	Row %	33.3	66.7		20.7
Government	Count	1	2		3
	Row %	33.3	66.7		10.3
Healthcare	Count	2		1	3
	Row %	66.7		33.3	10.3
	Column	10	15	4	29
	Total	34.5	51.7	13.8	100.0

Note. Number of missing observations: 1.

from the health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%). The number of missing cases was two (educational association, four-year college/university). Table 107 also shows these results.

Area 4A: Intercultural Studies

Intercultural studies is an area which corresponds to item number 081 on the rating instrument. It received a moderately important rating, that is, a rating of 2.0 to 3.0. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%) and a rating of 3 from 3 raters (50.0%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 3 raters (60.0%), and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 3 raters (50.0%), and a rating of 3 from 2 raters (33.3%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); and from the

Table 107

Crosstabulations of Ratings on International Students on U.S. Campuses Indicators: Q069--Language Skills

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	2				5
	Row %	60.0	40.0				17.9
Business/ Industry	Count		2	1			3
	Row %		66.7	33.3			10.7
Nonprofit	Count	3	1				4
	Row %	75.0	25.0				14.3
2-Year Colleges	Count	2	2		1		5
	Row %	40.0	40.0		20.0		17.9
4-Year Colleges and Universities	Count	3	1		1		5
	Row %	60.0	20.0		20.0		17.9
Government	Count	1	1		1		3
	Row %	33.3	33.3		33.3		10.7
Healthcare	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.7
	Column	13	10	2	3	0	28
	Total	46.4	35.7	7.1	10.7	0.0	100.0

Note. Number of missing observations: 2.

health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%). The number of missing cases was one (nonprofit). Table 108 also shows these results.

Indicator contained within intercultural studies area. The indicator which follows is one which received a moderately important rating, that is, a rating of 2.0 to 3.0, and is presented because it is the highest rated indicator in an area receiving a moderately important rating.

"Intercultural studies should be interdisciplinary in nature" corresponds to item number 085 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 1 rater (25.0%) and a rating of 3 from 3 raters (75.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 3 raters (60.0%), and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters

Table 108

Q081, Area 4A: Crosstabulations of Ratings on Intercultural Studies

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	3		3	6
	Row %	50.0		50.0	20.7
Business/ Industry	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.3
Nonprofit	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.3
2-Year Colleges	Count	1	3	1	5
	Row %	20.0	60.0	20.0	17.2
4-Year Colleges and Universities	Count	1	3	2	6
	Row %	16.7	50.0	33.3	20.7
Government	Count	2		1	3
	Row %	66.7		33.3	10.3
Healthcare	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.3
	Column	10	9	10	29
	Total	34.5	31.0	34.5	100.0

Note. Number of missing observations: 1.

(33.3%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 2 from 2 raters (66.7%) and a rating of 5 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 109 also shows these results.

Area 4B: Area Studies

Area studies is an area which corresponds to item number 088 on the rating instrument. It received a moderately important rating, that is, a rating of 2.0 to 3.0. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 3 raters (33.3%); from the business/industry rater type, a rating of 3 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 2 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); from the two-year college rater type, a rating of 2 from 2 raters (40.0%), a rating of 3 from 2 raters (40.0%), and a rating of 4 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 3 raters (50.0%); from the government

Table 109

Crosstabulations of Ratings on Intercultural Studies Indicators: Q085--Interdisciplinary in Nature

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	4	1	1			6
	Row %	66.7	16.7	16.7			20.0
Business/ Industry	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Nonprofit	Count	1		3			4
	Row %	25.0		75.0			13.3
2-Year Colleges	Count	1	3	1			5
	Row %	20.0	60.0	20.0			16.7
4-Year Colleges and Universities	Count	3	2	1			6
	Row %	0.0	33.3	16.7			20.0
Government	Count		2			1	3
	Row %		66.7			33.3	10.0
Healthcare	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
	Column	11	10	8	0	1	30
	Total	36.7	33.3	26.7	0.0	3.3	100.0

Note. Number of missing observations: 0.

rater type, a rating of 2 from 1 rater (50.0%) and a rating of 3 from 1 rater (50.0%); and from the health rater type, a rating of 1 from 1 rater (50.0%) and a rating of 2 from 1 rater (50.0%). The number of missing cases was three (nonprofit, government, and health). Table 110 also shows these results.

Indicator contained within area studies area. The indicator which follows is one which received a high rating, that is, a rating of 1.0 to 2.0, and is presented because it is the highest rated indicator in an area receiving a moderately important rating.

"Foreign language should be a part of area studies" corresponds to item number 091 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (16.7%), a rating of 3 from 1 rater (16.7%), and a rating of 4 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 2 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 1 rater (20.0%), a rating of 3 from 2 raters (40.0%), and a rating of 4 from 1 rater

Table 110

Q088, Area 4B: Crosstabulations of Ratings on Area Studies Area

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	1	2			6
	Row %	50.0	16.7	33.3			22.2
Business/ Industry	Count			3			3
	Row %			100.0			11.1
Nonprofit	Count		2	1			3
	Row %		66.7	33.3			11.1
2-Year Colleges	Count		2	2	1		5
	Row %		40.0	40.0	20.0		18.5
4-Year Colleges and Universities	Count	2	1	3			6
	Row %	33.3	16.7	50.0			22.2
Government	Count		1	1			2
	Row %		50.0	50.0			7.4
Healthcare	Count	1	1				2
	Row %	50.0	50.0				7.4
	Column	6	8	12	1	0	27
	Total	22.2	29.6	44.4	3.7	0.0	100.0

Note. Number of missing observations: 3.

(20.0%); from the four-year college/university rater type, a rating of 1 from 6 raters (100.0%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 1 rater (50.0%) and a rating of 2 from 1 rater (50.0%). The number of missing cases was one (health). Table 111 also shows these results.

Area 5: Internationalizing the Curricula

Internationalizing the curricula is an area which corresponds to item number 092 on the rating instrument. It received a high rating, that is, a rating of 1.0 to 2.0 and was rated second highest among all the areas. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the business/industry rater type, a rating of 2 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 2 from 1 rater (66.7%) and a rating of 2 from 1 rater (33.3%); from the two-year college rater type, a rating of 1 from 4 raters (80.0%) and a rating of 2 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%),

Table 111

Crosstabulations of Ratings on Area Studies Indicators: Q091--Foreign Languages

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	2		1		6
	Row %	50.0	33.3		16.7		20.7
Business/ Industry	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.3
Nonprofit	Count	2	2				4
	Row %	50.0	50.0				13.8
2-Year Colleges	Count	1	1	2	1		5
	Row %	20.0	20.0	40.0	20.0		17.2
4-Year Colleges and Universities	Count	6					6
	Row %	100.0					20.7
Government	Count	1	2				3
	Row %	33.3	66.7				10.3
Healthcare	Count	1	1				2
	Row %	50.0	50.0				6.9
	Column	15	9	3	2	0	29
	Total	51.7	31.0	10.3	6.9	0.0	100.0

Note. Number of missing observations: 1.

and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was one (nonprofit). Table 112 also shows these results.

Indicators contained within internationalizing the curricula area. The indicators which follow are ones which received a high rating, that is, a rating of 1.0 to 2.0, and are presented in descending order.

"Internationalizing the curricula should occur at the undergraduate level" corresponds to item number 093 on the rating instrument and was rated one of the highest indicators among the 175. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 2 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 5 raters (100.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%) and a

Table 112

Q092, Area 5: Crosstabulations of Ratings in Internationalizing the Curricula

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	4	2		6
	Row %	66.7	33.3		20.7
Business/ Industry	Count		2	1	3
	Row %		66.7	33.3	10.3
Nonprofit	Count	2	1		3
	Row %	66.7	33.3		10.3
2-Year Colleges	Count	4	1		5
	Row %	80.0	20.0		17.2
4-Year Colleges and Universities	Count	4	1	1	6
	Row %	66.7	16.7	16.7	20.7
Government	Count	2		1	3
	Row %	66.7		33.3	10.3
Healthcare	Count	2		1	3
	Row %	66.7		33.3	10.3
	Column	18	7	4	29
	Total	62.1	24.1	13.8	100.0

Note. Number of missing observations: 1.

rating of 2 from 2 raters (33.3%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 113 also shows these results.

"Internationalizing the curricula should be recognized as a major long-term effect upon an institution" corresponds to item number 097 on the rating instrument and was rated as one of the highest indicators among the 175. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 5 raters (100.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (60.0%) and a rating of 3 from 2 raters (40.0%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a

Table 113

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q093--At the Undergraduate Level

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	4	2		6
	Row %	66.7	33.3		20.0
Business/ Industry	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.0
Nonprofit	Count	3	1		4
	Row %	75.0	25.0		13.3
2-Year Colleges	Count	5			5
	Row %	100.0			16.7
4-Year Colleges and Universities	Count	4	2		6
	Row %	66.7	33.3		20.0
Government	Count	2	1		3
	Row %	66.7	33.3		10.0
Healthcare	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.0
	Column	20	8	2	30
	Total	66.7	26.7	6.7	100.0

Note. Number of missing observations: 0.

rating of 2 from 1 rater (33.3%). The number of missing cases was one (four-year college/university). Table 114 also shows these results.

"Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in business" corresponds to item number 121 on the rating instrument and was rated as one of the highest indicators among the 175. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%) and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 2 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 2 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 3 raters (100.0%). The number of missing cases was none. Table 115 also shows

Table 114

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q097--Long-Term Effect

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	4	2		6
	Row %	66.7	33.3		20.7
Business/ Industry	Count	1	2		3
	Row %	33.3	66.7		10.3
Nonprofit	Count	3		1	4
	Row %	75.0		25.0	13.8
2-Year Colleges	Count	5			5
	Row %	100.0			17.2
4-Year Colleges and Universities	Count	3		2	5
	Row %	60.0		40.0	17.2
Government	Count	1	2		3
	Row %	33.3	66.7		10.3
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.3
	Column	19	7	3	29
	Total	65.5	24.1	10.3	100.0

Note. Number of missing observations: 1.

Table 115

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q121--Business Courses

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	4	1	1	6
	Row %	66.7	16.7	16.7	20.0
Business/ Industry	Count		2	1	3
	Row %		66.7	33.3	10.0
Nonprofit	Count	3	1		4
	Row %	75.0	25.0		13.3
2-Year Colleges	Count	2	1	2	5
	Row %	40.0	20.0	40.0	16.7
4-Year Colleges and Universities	Count	5	1		6
	Row %	83.3	16.7		20.0
Government	Count	1	2		3
	Row %	33.3	66.7		10.0
Healthcare	Count	3			3
	Row %	100.0			10.0
	Column	18	8	4	30
	Total	60.0	26.7	13.3	100.0

Note. Number of missing observations: 0.

these results.

"Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in journalism and communications" corresponds to item number 120 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%) and a rating of 2 from 3 raters (50.0%); from the business/industry rater type, a rating of 2 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 2 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 1 rater (20.0%); from the four-year college/ university rater type, a rating of 1 from 3 raters (50.0%) and a rating of 2 from 3 raters (50.0%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 116 also shows these results.

"Incentive/support should be given for international curriculum development" corresponds to item number 133 on the rating instrument. This item received the following

Table 116

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q120--Journalism and Communications Courses

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational	Count	3	3		6
Associations	Row %	50.0	50.0		20.0
Business/	Count		2	1	3
	Row %		66.7	33.3	10.0
Nonprofit	Count	3	1		4
	Row %	75.0	25.0		13.3
2-Year Colleges	Count	2	2	1	5
	Row %	40.0	40.0	20.0	16.7
4-Year Colleges	Count	3	3		6
and Universities	Row %	50.0	50.0		20.0
Government	Count	2	1		3
	Row %	66.7	33.3		10.0
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.0
	Column	15	13	2	30
	Total	50.0	43.3	6.7	100.0

Note. Number of missing observations: 0.

ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 3 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 5 raters (100.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 3 raters (50.0%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 117 also shows these results.

"The international coverage of the textbooks used in introductory courses should be increased" corresponds to item number 107 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating

Table 117

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q133--Incentive/Support

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	4	2		6
	Row %	66.7	33.3		20.0
Business/ Industry	Count	1	2		3
	Row %	33.3	66.7		10.0
Nonprofit	Count	2		2	4
	Row %	50.0		50.0	13.3
2-Year Colleges	Count	5			5
	Row %	100.0			16.7
4-Year Colleges and Universities	Count	2	3	1	6
	Row %	33.3	50.0	16.7	20.0
Government	Count	1	2		3
	Row %	33.3	66.7		10.0
Healthcare	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.0
	Column	16	10	4	30
	Total	53.3	33.3	13.3	100.0

Note. Number of missing observations: 0.

of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 2 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 4 raters (80.0%) and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%) and a rating of 2 from 4 raters (66.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 118 also shows these results.

"Colleges should establish criteria to evaluate the international content in their general education offerings" corresponds to item number 102 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%) and a rating of 3 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 2 from 3 raters (60.0%)

Table 118

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q107--Internationalized Textbooks

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	3	1	2	6
	Row %	50.0	16.7	33.3	20.0
Business/ Industry	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.0
Nonprofit	Count	2	2		4
	Row %	50.0	50.0		13.3
2-Year Colleges	Count	4		1	5
	Row %	80.0		20.0	16.7
4-Year Colleges and Universities	Count	2	4		6
	Row %	33.3	66.7		20.0
Government	Count	2	1		3
	Row %	66.7	33.3		10.0
Healthcare	Count	2		1	3
	Row %	66.7		33.3	10.0
	Column	16	9	5	30
	Total	53.3	30.0	16.7	100.0

Note. Number of missing observations: 0.

and a rating of 3 from 1 rater (40.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 119 also shows these results.

"Institutions should have an internationally oriented general education requirement" corresponds to item number 101 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the business/industry rater type, a rating of 2 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 1 rater (25.0%), a rating of 2 from 1 rater (25.0%), a rating of 3 from 1 rater (25.0%), and a rating of 4 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 3 raters (60.0%), a rating of 3 from 1 rater (20.0%), and a rating of 4 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1

Table 119

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q102--Internationalized General Education Evaluation

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	4	2		6
	Row %	66.7	33.3		20.0
Business/ Industry	Count	1	2		3
	Row %	33.3	66.7		10.0
Nonprofit	Count	2	1	1	4
	Row %	50.0	25.0	25.0	13.3
2-Year Colleges	Count		3	2	5
	Row %		60.0	40.0	16.7
4-Year Colleges and Universities	Count	3	2	1	6
	Row %	50.0	33.3	16.7	20.0
Government	Count	3			3
	Row %	100.0			10.0
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.0
	Column	15	11	4	30
	Total	50.0	36.7	13.3	100.0

Note. Number of missing observations: 0.

rater (33.3%); and from the health rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 120 also shows these results.

"International infusion in the curricula should be accomplished by adding non-Western materials" corresponds to item number 105 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 3 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 3 raters (60.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 4 raters (66.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 121 also shows

Table 120

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q101--Internationalized General Education Requirement

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	4	2				6
	Row %	66.7	33.3				20.0
Business/ Industry	Count		2	1			3
	Row %		66.7	33.3			10.0
Nonprofit	Count	1	1	1	1		4
	Row %	25.0	25.0	25.0	25.0		13.3
2-Year Colleges	Count	3		1	1		5
	Row %	60.0		20.0	20.0		16.7
4-Year Colleges and Universities	Count	5	1				6
	Row %	83.3	16.7				20.0
Government	Count	2	1				3
	Row %	66.7	33.3				10.0
Healthcare	Count	1	2				3
	Row %	33.3	66.7				10.0
	Column	16	9	3	2	0	30
	Total	53.3	30.0	10.0	6.7	0.0	100.0

Note. Number of missing observations: 0.

Table 121

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q105--Non-Western Materials

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	3	2	1	6
	Row %	50.0	33.3	16.7	20.0
Business/ Industry	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.0
Nonprofit	Count	2		2	4
	Row %	50.0		50.0	13.3
2-Year Colleges	Count	3	1	1	5
	Row %	60.0	20.0	20.0	16.7
4-Year Colleges and Universities	Count	1	4	1	6
	Row %	16.7	66.7	16.7	20.0
Government	Count	3			3
	Row %	100.0			10.0
Healthcare	Count	1	2		3
	Row %	33.3	66.7		10.0
	Column	14	10	6	30
	Total	46.7	33.3	20.0	100.0

Note. Number of missing observations: 0.

these results.

"Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses of education" corresponds to item number 117 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 2 raters (33.3%); from the business/industry rater type, a rating of 2 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 2 from 1 rater (25.0%); from the two-year college rater type, a rating of 2 from 3 raters (75.0%) and a rating of 3 from 1 rater (25.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%) and a rating of 2 from 3 raters (50.0%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was one (two-year college). Table 122 also shows these results.

"Colleges should require a foreign language or one or more international studies programs" corresponds to item number 123 on the rating instrument. This item received

Table 122

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q117--Education Courses

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	3	1	2	6
	Row %	50.0	16.7	33.3	20.7
Business/ Industry	Count		2	1	3
	Row %		66.7	33.3	10.3
Nonprofit	Count	3	1		4
	Row %	75.0	25.0		13.8
2-Year Colleges	Count		3	1	4
	Row %		75.0	25.0	13.8
4-Year Colleges and Universities	Count	3	3		6
	Row %	50.0	50.0		20.7
Government	Count	2		1	3
	Row %	66.7		33.3	10.3
Healthcare	Count	2		1	3
	Row %	66.7		33.3	10.3
	Column	13	10	6	29
	Total	44.8	34.5	20.7	100.0

Note. Number of missing observations: 1.

the following ratings: from the educational association rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 4 raters (100.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 2 raters (40.0%), a rating of 3 from 1 rater (20.0%), and a rating of 4 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 4 from 1 rater (33.3%). The number of missing cases was none. Table 123 also shows these results.

"Language requirements should be proficiency-based rather than based on actual seat time or performance in the language classroom" corresponds to item number 125 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 3

Table 123

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q123--Foreign Language or International Studies Programs Requirement

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	2	2	2			6
	Row %	33.3	33.3	33.3			20.0
Business/ Industry	Count	2	1				3
	Row %	66.7	33.3				10.0
Nonprofit	Count	4					4
	Row %	100.0					13.3
2-Year Colleges	Count	1	2	1	1		5
	Row %	20.0	40.0	20.0	20.0		16.7
4-Year Colleges and Universities	Count	4	1	1			6
	Row %	66.7	16.7	16.7			20.0
Government	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Healthcare	Count	2			1		3
	Row %	66.7			33.3		10.0
	Column	16	7	5	2	0	30
	Total	53.3	23.3	16.7	6.7	0.0	100.0

Note. Number of missing observations: 0.

raters (50.0%), a rating of 3 from 12 rater (16.7%), and a rating of 4 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 3 raters (100.0%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 124 also shows these results.

"Regional cultural geography courses should be perceived as vital routes to internationalization" corresponds to item number 131 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 4 raters (66.7%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating

Table 124

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q125--Proficiency-Based Language Requirement

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	1	3	1	1		6
	Row %	16.7	50.0	16.7	16.7		20.0
Business/ Industry	Count	1	2				3
	Row %	33.3	66.7				10.0
Nonprofit	Count	2	1	1			4
	Row %	50.0	25.0	25.0			13.3
2-Year Colleges	Count	1	2	2			5
	Row %	20.0	40.0	40.0			16.7
4-Year Colleges and Universities	Count	4	1	1			6
	Row %	66.7	16.7	16.7			20.0
Government	Count	3					3
	Row %	100.0					10.0
Healthcare	Count	2		1			3
	Row %	66.7		33.3			10.0
	Column	14	9	6	1	0	30
	Total	46.7	30.0	20.0	3.3	0.0	100.0

Note. Number of missing observations: 0.

of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 2 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 3 raters (60.0%), and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 2 raters (33.3%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 125 also shows these results.

"Major curriculum revisions leading to internationalization should plan for faculty support for at least 3 years" corresponds to item number 132 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 1 rater (16.7%), a rating of 3 from 1 rater (16.7%), and a rating of 4 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 1

Table 125

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q131--Regional Cultural Geography Courses

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	1	4	1	6
	Row %	16.7	66.7	16.7	20.0
Business/ Industry	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.0
Nonprofit	Count	2	2		4
	Row %	50.0	50.0		13.3
2-Year Colleges	Count	1	3	1	5
	Row %	20.0	60.0	20.0	16.7
4-Year Colleges and Universities	Count	2	2	2	6
	Row %	33.3	33.3	33.3	20.0
Government	Count	2	1		3
	Row %	66.7	33.3		10.0
Healthcare	Count	2		1	3
	Row %	66.7		33.3	10.0
	Column	11	13	6	30
	Total	36.7	43.3	20.0	100.0

Note. Number of missing observations: 0.

rater (25.0%), a rating of 2 from 2 raters (50.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 3 raters (60.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 3 raters (50.0%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 126 also shows these results.

"International and comparative content should be incorporated into introductory-level sociology courses" corresponds to item number 129 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 1 rater (16.7%), a rating of 3 from 1 rater (16.7%), and a rating of 4 from 1 rater (16.7%); from the business/industry rater type, a rating of 2 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 2 raters (25.0%), a rating of 2 from 2 raters (50.0%), and a rating of 4 from 1 rater (25.0%); from the two-year college rater type, a rating of

Table 126

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q132--Duration of Faculty Support

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	1	1	1		6
	Row %	50.0	16.7	16.7	16.7		20.0
Business/ Industry	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Nonprofit	Count	1	2	1			4
	Row %	25.0	50.0	25.0			13.3
2-Year Colleges	Count	3	1	1			5
	Row %	60.0	20.0	20.0			16.7
4-Year Colleges and Universities	Count	2	3	1			6
	Row %	33.3	50.0	16.7			20.0
Government	Count	1		2			3
	Row %	33.3		66.7			10.0
Healthcare	Count	2	1				3
	Row %	66.7	33.3				10.0
	Column Total	13	9	7	1	0	30
		43.3	30.0	23.3	3.3	0.0	100.0

Note. Number of missing observations: 0.

1 from 4 raters (80.0%) and a rating of 2 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 2 raters (33.3%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 4 from 1 rater (33.3%). The number of missing cases was none. Table 127 also shows these results.

"A team approach should be considered by faculty when internationalizing curricula" corresponds to item number 134 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 1 rater (25.0%), a rating of 2 from 2 raters (50.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type,

Table 127

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q129--Sociology Courses

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	1	1	1		6
	Row %	50.0	16.7	16.7	16.7		20.0
Business/ Industry	Count		3				3
	Row %		100.0				10.0
Nonprofit	Count	1	2		1		4
	Row %	25.0	50.0		25.0		13.3
2-Year Colleges	Count	4	1				5
	Row %	80.0	20.0				16.7
4-Year Colleges and Universities	Count	3	1	2			6
	Row %	50.0	16.7	33.3			20.0
Government	Count	2		1			3
	Row %	66.7		33.3			10.0
Healthcare	Count	1	1		1		3
	Row %	33.3	33.3		33.3		10.0
	Column Total	14	9	4	3	0	30
		46.7	30.0	13.3	10.0	0.0	100.0

Note. Number of missing observations: 0.

a rating of 1 from 1 rater (16.7%), a rating of 2 from 4 raters (66.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 4 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 128 also shows these results.

"International infusion in the curricula should be accomplished by a comparative approach, analyzing from U.S. and non-U.S. perspectives" corresponds to item number 106 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 3 raters (50.0%), and a rating of 5 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 3 raters (60.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 2 raters (33.3%), and a rating of 3

Table 128

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q134--Team Approach

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	3	2	1			6
	Row %	50.0	33.3	16.7			20.0
Business/ Industry	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Nonprofit	Count	1	2	1			4
	Row %	25.0	50.0	25.0			13.3
2-Year Colleges	Count	2	1	2			5
	Row %	40.0	20.0	40.0			16.7
4-Year Colleges and Universities	Count	1	4	1			6
	Row %	16.7	66.7	16.7			20.0
Government	Count	1	1			1	3
	Row %	33.3	33.3			33.3	10.0
Healthcare	Count	2	1				3
	Row %	66.7	33.3				10.0
	Column	11	12	6	0	1	30
	Total	36.7	40.0	20.0	0.0	3.3	100.0

Note. Number of missing observations: 0.

from 3 raters (50.0%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 129 also shows these results.

Area 6: Co-curricular Events

Co-curricular events, that is, campus-community programs, is an area which corresponds to item number 136 on the rating instrument. It received a moderately important rating, that is, a rating of 2.0 to 3.0. This item received the following ratings: from the educational association rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 3 raters (50.0%), and a rating of 3 from 2 raters (33.3%); from the business/industry rater type, a rating of 2 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); from the two-year college rater type, a rating of 2 from 3 raters (60.0%) and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 3 raters (50.0%), and a rating of 3 from 2 raters (33.3%); from the

Table 129

Crosstabulations of Ratings on Internationalizing the Curricula Indicators: Q106--Comparative Approaches

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	2	3			1	6
	Row %	33.3	50.0			16.7	20.0
Business/ Industry	Count	1	2				3
	Row %	33.3	66.7				10.0
Nonprofit	Count	2	1	1			4
	Row %	50.0	25.0	25.0			13.3
2-Year Colleges	Count	3	1	1			5
	Row %	60.0	20.0	20.0			16.7
4-Year Colleges and Universities	Count	1	2	3			6
	Row %	16.7	33.3	50.0			20.0
Government	Count	1	2				3
	Row %	33.3	66.7				10.0
Healthcare	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
	Column	11	12	6	0	1	30
	Total	36.7	40.0	20.0	0.0	3.3	100.0

Note. Number of missing observations: 0.

government rater type, a rating of 2 from 1 rater (50.0%) and a rating of 3 from 1 rater (50.0%); and from the health rater type, a rating of 2 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was two (nonprofit, government). Table 130 also shows these results.

Indicators contained within co-curricular events area. The indicators which follow are ones which received a high rating, that is, a rating of 1.0 to 2.0, and are presented in descending order.

"External clientele should include private business" corresponds to item number 137 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 1 rater (16.7%) and a rating of 2 from 5 raters (83.3%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (20.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters

Table 130

Q136, Area 6: Crosstabulations of Ratings on Co-Curricular Events

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	1	3	2	6
	Row %	16.7	50.0	33.3	21.4
Business/ Industry	Count		3		3
	Row %		100.0		10.7
Nonprofit	Count	2		1	3
	Row %	66.7		33.3	10.7
2-Year Colleges	Count		3	2	5
	Row %		60.0	40.0	17.9
4-Year Colleges and Universities	Count	1	3	2	6
	Row %	16.7	50.0	33.3	21.4
Government	Count		1	1	2
	Row %		50.0	50.0	7.1
Healthcare	Count		2	1	3
	Row %		66.7	33.3	10.7
	Column	4	15	9	28
	Total	14.3	53.6	32.1	100.0

Note. Number of missing observations: 2.

(33.3%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 131 also shows these results.

"Schools should provide to volunteers and participants in community programs adequate orientation for working with international students" corresponds to item number 157 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 2 raters (33.3%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 3 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 3 raters (60.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%) and a rating of 2 from 2 raters (33.3%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health

Table 131

Crosstabulations of Ratings on Co-Curricular Events Indicators: Q137--Private Business

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	1	5		6
	Row %	16.7	83.3		20.0
Business/ Industry	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.0
Nonprofit	Count	2	1	1	4
	Row %	50.0	25.0	25.0	13.3
2-Year Colleges	Count	1	2	2	5
	Row %	20.0	40.0	40.0	16.7
4-Year Colleges and Universities	Count	3	2	1	6
	Row %	50.0	33.3	16.7	20.0
Government	Count	2	1		3
	Row %	66.7	33.3		10.0
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.0
	Column	12	13	5	30
	Total	40.0	43.3	16.7	100.0

Note. Number of missing observations: 0.

rater type, a rating of 1 from 2 raters (66.7%), a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 132 also shows these results.

"External clientele should include K-12 education" corresponds to item number 138 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 3 raters (50.0%), and a rating of 3 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 3 from 1 rater (25.0%), and a rating of 4 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%). The number of missing cases was none. Table 133 also shows these results.

Table 132

Crosstabulations of Ratings on Co-Curricular Events Indicators: Q157--Orientation for Volunteers

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	3	1	2	6
	Row %	50.0	16.7	33.3	20.0
Business/ Industry	Count	1	2		3
	Row %	33.3	66.7		10.0
Nonprofit	Count	2	1	1	4
	Row %	50.0	25.0	25.0	13.3
2-Year Colleges	Count	1	1	3	5
	Row %	20.0	20.0	60.0	16.7
4-Year Colleges and Universities	Count	4	2		6
	Row %	66.7	33.3		20.0
Government	Count	1	2		3
	Row %	33.3	66.7		10.0
Healthcare	Count	2		1	3
	Row %	66.7		33.3	10.0
	Column	14	9	7	30
	Total	46.7	30.0	23.3	100.0

Note. Number of missing observations: 0.

Table 133

Crosstabulations of Ratings on Co-Curricular Events Indicators: Q138--K-12 Education

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	2	3	1			6
	Row %	33.3	50.0	16.7			20.0
Business/ Industry	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Nonprofit	Count	2		1	1		4
	Row %	50.0		25.0	25.5		13.3
2-Year Colleges	Count	2	1	2			5
	Row %	40.0	20.0	40.0			16.7
4-Year Colleges and Universities	Count	4	1	1			6
	Row %	66.7	16.7	16.7			20.0
Government	Count	2	1				3
	Row %	66.7	33.3				10.0
Healthcare	Count	2		1			3
	Row %	66.7		33.3			10.0
	Column	15	7	7	1	0	30
	Total	50.0	23.3	23.3	3.3	0.0	100.0

Note. Number of missing observations: 0.

"External clientele should include public sector organizations" corresponds to item number 139 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 2 raters (33.3%) and a rating of 2 from 4 raters (66.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%), a rating of 2 from 1 rater (25.0%), and a rating of 4 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 1 rater (20.0%), a rating of 2 from 2 raters (40.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 3 raters (50.0%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 134 also shows these results.

"Colleges should advance citizenship education" corresponds to item number 142 on the rating instrument. This item received the following ratings: from the

Table 134

Crosstabulations of Ratings on Co-Curricular Events Indicators: Q139--Public Sector Organizations

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	2	4				6
	Row %	33.3	66.7				20.0
Business/ Industry	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.0
Nonprofit	Count	2	1		1		4
	Row %	50.0	25.0		25.0		13.3
2-Year Colleges	Count	1	2	2			5
	Row %	20.0	40.0	40.0			16.7
4-Year Colleges and Universities	Count	2	3	1			6
	Row %	33.3	50.0	16.7			20.0
Government	Count	1	2				3
	Row %	33.3	66.7				10.0
Healthcare	Count	1	2				3
	Row %	33.3	66.7				10.0
	Column	10	15	4	1	0	30
	Total	33.3	50.0	13.3	3.3	0.0	100.0

Note. Number of missing observations: 0.

educational association rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 1 rater (16.7%), a rating of 3 from 2 raters (33.3%), and a rating of 5 from 1 rater (16.7%); from the business/industry rater type, a rating of 2 from 1 rater (33.3%), and a rating of 3 from 3 raters (66.7%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 2 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 1 rater (20.0%), and a rating of 3 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 3 raters (50.0%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 1 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); and from the health rater type, a rating of 2 from 3 raters (100.0%). The number of missing cases was none. Table 135 also shows these results.

Area 7: Technical Assistance Projects with International Institutions or Countries

Technical assistance projects with international Institutions or countries is an area which corresponds to item number 159 on the rating instrument. It received a moderately important rating, that is, a rating of 2.0 to 3.0; however, this area was rated second lowest among all

Table 135

Crosstabulations of Ratings on Co-Curricular Events Indicators: Q142--Citizenship Education

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	2	1	2	1		6
	Row %	33.3	16.7	33.3	16.7		20.0
Business/ Industry	Count		1	2			3
	Row %		33.3	66.7			10.0
Nonprofit	Count	3	1				4
	Row %	75.0	25.0				13.3
2-Year Colleges	Count	2	1	2			5
	Row %	40.0	20.0	40.0			16.7
4-Year Colleges and Universities	Count	3	2	1			6
	Row %	50.0	33.3	16.7			20.0
Government	Count	2		1			3
	Row %	66.7		33.3			10.0
Healthcare	Count		3				3
	Row %		100.0				10.0
	Column	12	9	8	1	0	30
	Total	40.0	30.0	26.7	3.3	0.0	100.0

Note. Number of missing observations: 0.

the areas. This item received the following ratings: from the educational association rater type, a rating of 2 from 3 raters (50.0%), a rating of 3 from 2 raters (33.3%), and a rating of 4 from 1 rater (16.7%); from the business/industry rater type, a rating of 3 from 2 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%); from the two-year college rater type, a rating of 2 from 2 raters (40.0%), a rating of 3 from 2 raters (40.0%), and a rating of 4 from 1 rater (20.0%); from the four-year college/ university rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 2 raters (33.3%), a rating of 3 from 2 raters (33.3%), and a rating of 4 from 1 rater (16.7%); from the government rater type, a rating of 2 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%). The number of missing cases was two (business/industry, non-profit). Table 136 also shows these results.

Indicators contained within the technical assistance projects area. The indicators which follow received mixed ratings: of the 6 indicators, 3 received a high rating, that is, a rating of 1.0 to 2.0, 3 a low rating, that is, a rating of 3.0 to 5.0, and are presented in descending

Table 136

Q159, Area 7: Crosstabulations of Ratings on Technical Assistance Projects with International Institutions or Countries

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational	Count		3	2	1		6
Associations	Row %		50.0	33.3	16.7		21.4
Business/	Count			2			2
Industry	Row %			100.0			7.1
Nonprofit	Count	1		2			3
	Row %	33.3		66.7			10.7
2-Year Colleges	Count		2	2	1		5
	Row %		40.0	40.0	20.0		17.9
4-Year Colleges	Count	1	2	2	1		6
and Universities	Row %	16.7	33.3	33.3	16.7		21.4
Government	Count		1	2			3
	Row %		33.3	66.7			10.7
Healthcare	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.7
	Column	3	9	13	3	0	28
	Total	10.7	32.1	46.4	10.7	0.0	100.0

Note. Number of missing observations: 2.

order.

"Technical assistance projects should be viewed as an integral part of helping colleges to be academically competitive" corresponds to item number 177 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 2 from 2 raters (40.0%), a rating of 3 from 2 raters (40.0%), and a rating of 5 from 1 rater (20.0%); from the business/industry rater type, a rating of 2 from 2 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 1 rater (33.3%), a rating of 3 from 1 rater (33.3%), and a rating of 4 from 1 rater (33.3%); from the two-year college rater type: a rating of 2 from 1 rater (20.0%), a rating of 3 from 2 raters (40.0%), and a rating of 5 from 2 raters (40.0%); from the four-year college/ university rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 3 raters (50.0%); from the government rater type, a rating of 3 from 1 rater (33.3%), a rating of 4 from 1 rater (33.3%), and a rating of 5 from 1 rater (33.3%); and from the health rater type, a rating of 2 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%). The number of missing cases was three (educational association, business/industry, nonprofit). Table 137 also shows these results.

Table 137

Crosstabulations of Ratings on Technical Assistance Projects with International Institutions or Countries
Indicators: Q177--Academic Completion

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count		2	2		1	5
	Row %		40.0	40.0		20.0	18.5
Business/ Industry	Count			2			2
	Row %			100.0			7.4
Nonprofit	Count	1		1	1		3
	Row %	33.3		33.3	33.3		11.1
2-Year Colleges	Count		1	2		2	5
	Row %		20.0	40.0		40.0	18.5
4-Year Colleges and Universities	Count	1	2	3			6
	Row %	16.7	33.3	50.0			22.2
Government	Count			1	1	1	3
	Row %			33.3	33.3	33.3	11.1
Healthcare	Count		1	2			3
	Row %		33.3	66.7			11.1
	Column Total	2	6	13	2	4	27
		7.4	22.2	48.1	7.4	14.8	100.0

Note. Number of missing observations: 3.

"Colleges' involvement in technical assistance projects should be driven by prior experience in technical assistance" corresponds to item number 162 on the rating instrument. This item received the following ratings: from the educational association rater type: a rating of 3 from 4 raters (66.7%) and a rating of 5 from 2 raters (33.3%); from the business/industry rater type, a rating of 3 from 1 rater (50.0%) and a rating of 5 from 1 rater (50.0%); from the nonprofit sector rater type, a rating of 3 from 3 raters (75.0%) and a rating of 5 from 1 rater (25.0%); from the two-year college rater type, a rating of 3 from 4 raters (80.0%) and a rating of 4 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 2 from 3 raters (33.3%), a rating of 3 from 2 raters (33.3%), and a rating of 4 from 1 rater (16.7%); from the government rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 4 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 4 from 1 rater (33.3%). The number of missing cases was one (business/industry). Table 138 also shows these results.

"Technical assistance bilateral agreements should be preceded by a contact at a consortium-sponsored conference" corresponds to item number 176 on the rating

Table 138

Crosstabulations of Ratings on Technical Assistance Projects with International Institutions or Countries Indicators: Q162--Prior Experience

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count			4		2	6
	Row %			66.7		33.3	20.7
Business/ Industry	Count			1		1	2
	Row %			50.0		50.0	6.9
Nonprofit	Count			3		1	4
	Row %			75.0		25.0	13.8
2-Year Colleges	Count			4	1		5
	Row %			80.0	20.0		17.2
4-Year Colleges and Universities	Count		3	2	1		6
	Row %		50.0	33.3	16.7		20.7
Government	Count	1	1		1		3
	Row %	33.3	33.3		33.3		10.3
Healthcare	Count	1	1		1		3
	Row %	33.3	33.3		33.3		10.3
	Column	2	5	14	4	4	29
	Total	6.9	17.2	48.3	13.8	13.8	100.0

Note. Number of missing observations: 1.

instrument. This item received the following ratings: from the educational association rater type, a rating of 2 from 2 raters (40.0%), a rating of 3 from 1 rater (20.0%), and a rating of 4 from 2 raters (40.0%); from the business/ industry rater type, a rating of 2 from 1 rater (50.0%) and a rating of 4 from 1 rater (50.0%); from the nonprofit sector rater type, a rating of 2 from 1 rater (33.3%), a rating of 3 from 1 rater (33.3%), and a rating of 5 from 1 rater (33.3%); from the two-year college rater type, a rating of 3 from 2 raters (40.0%), a rating of 4 from 1 rater (20.0%), and a rating of 5 from 2 raters (40.0%); from the four-year college/university rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 4 raters (66.7%); from the government rater type, a rating of 3 from 1 rater (33.3%), a rating of 4 from 1 rater (33.3%), and a rating of 5 from 1 rater (33.3%); and from the health rater type, a rating of 2 from 1 rater (33.3%) and a rating of 3 from 2 raters (66.7%). The number of missing cases was three (educational association, business/industry, nonprofit). Table 139 also shows these results.

Area 8: Membership in International Education Consortia

Membership in international education consortia is an area which corresponds to item number 179 on the rating

Table 139

Crosstabulations of Ratings on Technical Assistance Projects with International Institutions or Countries
Indicators: Q176--Consortium Contacts

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count		2	1	2		5
	Row %		40.0	20.0	40.0		18.5
Business/ Industry	Count		1		1		2
	Row %		50.0		50.0		7.4
Nonprofit	Count		1	1		1	3
	Row %		33.3	33.3		33.3	11.1
2-Year Colleges	Count			2	1	2	5
	Row %			40.0	20.0	40.0	18.5
4-Year Colleges and Universities	Count	1	1	4			6
	Row %	16.7	16.7	66.7			22.2
Government	Count			1	1	1	3
	Row %			33.3	33.3	33.3	11.1
Healthcare	Count		1	2			3
	Row %		33.3	66.7			11.1
	Column	1	6	11	5	4	27
	Total	3.7	22.2	40.7	18.5	14.8	100.0

Note. Number of missing observations: 3.

instrument. It received a moderately important rating, that is, a rating of 2.0 to 3.0; however, this area was rated third lowest among all the areas. This item received the following ratings: from the educational association rater type, a rating of 1 from 1 rater (16.7%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 3 raters (50.0%); from the business/industry rater type, a rating of 2 from 1 raters (33.3%) and a rating of 3 from 2 raters (66.7%); from the nonprofit sector rater type, a rating of 2 from 2 raters (66.7%) and a rating of 3 from 1 rater (33.3%); from the two-year college rater type, a rating of 2 from 1 rater (20.0%), a rating of 3 from 3 raters (60.0%), and a rating of 4 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (40.0%), a rating of 2 from 1 rater (20.0%), a rating of 3 from 2 raters (40.0%); from the government rater type, a rating of 1 from 1 rater (33.3%), a rating of 3 from 1 rater (33.3%), and a rating of 4 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%). The number of missing cases was two (nonprofit, four-year college/university). Table 140 also shows these results.

Indicators contained within the membership in international education consortia area. The indicators which

Table 140

Q179, Area 8: Crosstabulations for Ratings on Membership in International Educational Consortia

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	1	2	3			6
	Row %	16.7	33.3	50.0			21.4
Business/ Industry	Count		1	2			3
	Row %		33.3	66.7			10.7
Nonprofit	Count		2	1			3
	Row %		66.7	33.3			10.7
2-Year Colleges	Count		1	3	1		5
	Row %		20.0	60.0	20.0		17.9
4-Year Colleges and Universities	Count	2	1	2			5
	Row %	40.0	20.0	40.0			17.9
Government	Count	1		1	1		3
	Row %	33.3		33.3	33.3		10.7
Healthcare	Count	1	1	1			3
	Row %	33.3	33.3	33.3			10.7
	Column	5	8	13	2	0	28
	Total	17.9	28.6	46.4	7.1	0.0	100.0

Note. Number of missing observations: 2.

follow received high ratings, that is, a rating of 1.0 to 2.0, and are presented in descending order.

"Consortia should be entered into on the basis of commonality of purpose" corresponds to item number 182 on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 5 raters (83.3%) and a rating of 2 from 1 rater (16.7%); from the business/industry rater type, a rating of 1 from 1 rater (33.3%), a rating of 2 from 1 rater (33.3%), and a rating of 3 from 1 rater (33.3%); from the nonprofit sector rater type, a rating of 1 from 3 raters (75.0%) and a rating of 2 from 1 rater (25.0%); from the two-year college rater type, a rating of 1 from 4 raters (80.0%) and a rating of 3 from 1 rater (20.0%); from the four-year college/university rater type, a rating of 1 from 4 raters (66.7%), a rating of 2 from 1 rater (16.7%), and a rating of 3 from 1 rater (16.7%); from the government rater type, a rating of 3 from 1 rater (33.3%), a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%); and from the health rater type, a rating of 1 from 2 raters (66.7%) and a rating of 2 from 1 rater (33.3%). The number of missing cases was none. Table 141 also shows these results.

"Consortia should be entered into on the basis of desire to share programs" corresponds to item number 184

Table 141

Crosstabulations of Ratings on Membership in International Educational Consortia Indicators: Q182--Commonality of Purpose

Rater Type		Very Imp. 1	2	Mod. Imp. 3	Row Total
Educational Associations	Count	5	1		6
	Row %	83.3	16.7		20.0
Business/ Industry	Count	1	1	1	3
	Row %	33.3	33.3	33.3	10.0
Nonprofit	Count	3	1		4
	Row %	75.0	25.0		13.3
2-Year Colleges	Count	4		1	5
	Row %	80.0		20.0	16.7
4-Year Colleges and Universities	Count	4	1	1	6
	Row %	6.7	16.7	20.0	
Government	Count	2	1		3
	Row %	66.7	33.3		10.0
Healthcare	Count	2	1		3
	Row %	66.7	33.3		10.0
	Column	21	6	3	30
	Total	70.0	20.0	10.0	100.0

Note. Number of missing observations: 0.

on the rating instrument. This item received the following ratings: from the educational association rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 2 raters (33.3%), a rating of 3 from 1 rater (16.7%), and a rating of 4 from 1 rater (16.7%); from the business/industry rater type, a rating of 2 from 3 raters (100.0%); from the nonprofit sector rater type, a rating of 1 from 2 raters (50.0%) and a rating of 2 from 2 raters (50.0%); from the two-year college rater type, a rating of 1 from 2 raters (40.0%) and a rating of 2 from 3 raters (60.0%); from the four-year college/university rater type, a rating of 1 from 2 raters (33.3%), a rating of 2 from 2 raters (33.3%), and a rating of 3 from 2 raters (33.3%); from the government rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%); and from the health rater type, a rating of 1 from 1 rater (33.3%) and a rating of 2 from 2 raters (66.7%). The number of missing cases was none. Table 142 also shows these results.

Findings in Response to Research Questions 7 and 8

Research questions 7 and 8 asked about the rankings overall for the areas of international education and the rankings overall for the indicators of quality of international education. Data on these two questions will be reported together due to the interrelatedness of the areas

Table 142

Crosstabulations of Ratings on Membership in International Educational Consortia Indicators: Q184--Desire to Share Programs

Rater Type		Very Imp. 1	2	Mod. Imp. 3	4	Not Imp. 5	Row Total
Educational Associations	Count	2	2	1	1		6
	Row %	33.3	33.3	16.7	16.7		20.0
Business/ Industry	Count		3				3
	Row %		100.0				10.0
Nonprofit	Count	2	2				4
	Row %	50.0	50.0				13.3
2-Year Colleges	Count	2	3				5
	Row %	40.0	60.0				16.7
4-Year Colleges and Universities	Count	2	2	2			6
	Row %	33.3	33.3	33.3			20.0
Government	Count	1	2				3
	Row %	33.3	66.7				10.0
Healthcare	Count	1	2				3
	Row %	33.3	66.7				10.0
	Column Total	10 33.3	16 53.3	3 10.0	1 3.3	0 0.0	30 100.0

Note. Number of missing observations: 0.

and their indicators and will be shared by reporting the rank the item received overall (in descending order), the item number to which the item corresponds on the rating instrument (areas and indicators were also combined in the numbering in the rating instrument), an identification of the area or indicator itself, the mean assigned to the item, and the number of expert raters responding. Missing data were not calculated. Thirty expert raters were used. Tabular information on the findings for each area and indicator that is part of this reporting is also presented.

Descending Rank Ordering of All Areas of International Education

While there are eight main areas of international education that have been identified from the literature and are the foundation for the areas identified on the rating instrument (see Appendix E), some areas that could very naturally be unified, for example, American student activity abroad, resulted in three areas: study abroad, exchanges, and work abroad. Consequently, the total number of areas rated by the experts was 12, with the grouped areas identifiable by an "A," "B," or "C" and a numeral of 1 to 8. Again, all areas are considered major ones of international education and are shared in the following paragraphs and in their accompanying tabular information.

paragraphs and in their accompanying tabular information.

Rank 1: Faculty development corresponds to item number 036 on the rating instrument (Area 2A). This item had a mean of 1.38 and 29 cases reporting.

Rank 2: Internationalizing the curricula corresponds to item number 092 on the rating instrument (Area 5). This item had a mean of 1.52 and 29 cases reporting.

Rank 3: American student study abroad corresponds to item number 001 on the rating instrument (Area 1A). This item had a mean of 1.77 and 30 cases reporting.

Rank 4: International students (their presence on U.S. campuses) corresponds to item number 066 on the rating instrument (Area 3). This item had a mean of 1.79 and 29 cases reporting.

Rank 5: Administrator development corresponds to item number 061 on the rating instrument (Area 2B). This item had a mean of 1.83 and 24 cases reporting.

Rank 6: Exchanges corresponds to item number 026 on the rating instrument (Area 1B). This item had a mean of 1.97 and 29 cases reporting.

Rank 7: Intercultural studies corresponds to item number 081 on the rating instrument (Area 4A). This item had a mean of 2.00 and 29 cases reporting.

Rank 8: Co-curricular events (campus-community programs) corresponds to item number 136 on the rating instrument (Area 6). This item had a mean of 2.18 and 28 cases reporting.

Rank 9: Area studies corresponds to item number 088 on the rating instrument (Area 4B). This item had a mean of 2.30 and 27 cases reporting.

Rank 10: Membership in international education consortia corresponds to item number 179 on the rating instrument (Area 8). This item had a mean of 2.43 and 28 cases reporting.

Rank 11: Technical assistance projects with international institutions or countries corresponds to item number 159 on the rating instrument (Area 7). This item had a mean of 2.57 and 28 cases reporting.

Rank 12: Work abroad corresponds to item number 031 on the rating instrument (Area 1C). This item had a mean of 2.72 and 29 cases reporting. Table 143 also shows these results.

Descending Rank Ordering of Indicators within Faculty Development Area

The following indicators are those which received high ratings, that is, a rating of 1.0 to 2.0, within the faculty development area. When an indicator received the same mean as another indicator, that is, when a tie occurred, the indicators share the same ranking. The next ranking shown was the next eligible rank based upon the

Table 143

A Descending Rank Ordering of All Areas of International Education

Rank	Item No.	Area	Mean	High Score	Low Score	N
1	Q036	Faculty Development	1.38	1	3	29
2	Q092	Internationalizing the Curricula	1.52	1	3	29
3	Q001	Study Abroad	1.77	1	4	30
4	Q066	International Students	1.79	1	4	29
5	Q061	Administrator Development	1.83	1	3	24
6	Q026	Exchanges	1.97	1	4	29
7	Q081	Intercultural Studies	2.00	1	3	29
8	Q136	Co-Curricular Events (Campus-Community Programs)	2.18	1	3	28
9	Q088	Area Studies	2.30	1	4	27
10	Q179	Membership in International Education Consortia	2.43	1	4	28
11	Q159	Technical Assistance Projects with International Institutions or Countries	2.57	1	4	28
12	Q031	Work Abroad	2.72	1	5	29

number of tied indicators that immediately preceded it.

Rank 1: "Colleges should support faculty development by faculty input in the design and implementation of study abroad and other international programs" corresponds to item number 055 on the rating instrument (Area 2A). This item had a mean of 1.53 and 30 cases reporting.

Rank 2: "The international arena should be recognized as one of the most acceptable and desired areas of faculty development" corresponds to item number 037 on the rating instrument (Area 2A). This item had a mean of 1.63 and 30 cases reporting.

Rank 3: "Faculty abroad assignments should be based on a faculty member's flexibility, adaptability , self-sufficiency, and compatibility" corresponds to item number 057 on the rating instrument (Area 2A). This item had a mean of 1.67 and 30 cases reporting.

Rank 4: "Colleges should support faculty development by faculty exchanges" corresponds to item number 049 on the rating instrument (Area 2A). This item had a mean of 1.73 and 30 cases reporting.

Rank 4: "Faculty members should have the opportunity to increase their in-service international education opportunities" corresponds to item number 043 on the rating instrument (Area 2A). This item had a mean of 1.73 and 30 cases reporting.

Rank 6: "Schools should provide incentives for participating in international education activities" corresponds to item number 046 on the rating instrument (Area 2A). This item had a mean of 1.80 and 30 cases reporting.

Rank 6: "Colleges should support faculty development by travel monies" corresponds to item number 052 on the rating instrument (Area 2A). This item had a mean of 1.80 and 30 cases reporting.

Rank 8: "Colleges should hire more faculty with international expertise" corresponds to item number 058 on the rating instrument (Area 2A). This item had a mean of 1.83 and 30 cases reporting.

Rank 8: "Opportunities for faculty to acquire or strengthen foreign language skills should be expanded" corresponds to item number 059 on the rating instrument (Area 2A). This item had a mean of 1.83 and 30 cases reporting.

Rank 10: "The internationalization of an institution should emanate from the faculty development in the international area" corresponds to item number 042 on the rating instrument (Area 2A). This item had a mean of 1.87 and 30 cases reporting.

Rank 11: "All faculty should possess and share information on international education opportunities in their roles as advisors" corresponds to item number 041 on the rating instrument (Area 2A). This item had a mean of 1.90 and 30 cases reporting.

Rank 12: "Colleges should support faculty development by faculty involvement in U.S. and international contracts and grants" corresponds to item number 054 on the rating instrument (Area 2A). This item had a mean of 1.93 and 30 cases reporting. Table 144 also shows these results.

Descending Rank Ordering of Indicators within Internationalizing the Curricula Area

The following indicators are those which received high ratings, that is, a rating of 1.0 to 2.0, within the internationalizing the curricula area. When an indicator received the same mean as another indicator, that is, when a tie occurred, the indicators share the same ranking. The next ranking shown was the next eligible rank based upon the number of tied indicators that immediately preceded it.

Rank 1: "Internationalizing the curricula should occur at the undergraduate level" corresponds to item number 093 on the rating instrument (Area 2A) and was ranked the eighth highest indicator among all 175 indicators. This item had a mean of 1.40 and 30 cases reporting.

Rank 2: "Internationalizing the curricula should be

Table 144

A Descending Rank Ordering of All Indicators within Faculty Development Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
1	Q055	Colleges should support faculty development by faculty input in the design of study abroad and other international programs.	1.53	1	3	30
2	Q037	The international arena should be recognized as one of the most acceptable and desired areas of faculty development.	1.63	1	4	30
3	Q057	Faculty abroad assignments should be based on a faculty member's flexibility, adaptability, self-sufficiency, and compatibility.	1.67	1	4	30
4	Q043	Faculty members should have the opportunity to increase their in-service international education opportunities.	1.73	1	3	30
4	Q049	Colleges should support faculty development by faculty exchanges.	1.73	1	4	30
6	Q046	Schools should provide incentives for participating in international education activities.	1.80	1	4	30
6	Q052	Colleges should support faculty development by travel monies.	1.80	1	4	30

(continued on following page)

Table 144 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
8	Q058	Colleges should hire more faculty with international expertise.	1.83	1	5	30
8	Q059	Opportunities for faculty to acquire or strengthen foreign language skills should be expanded.	1.83	1	4	30
10	Q042	The internationalization of an institution should emanate from the faculty development in the international area.	1.87	1	3	30
11	Q041	All faculty should possess and share information on international education opportunities in their roles as advisors.	1.90	1	4	30
12	Q054	Colleges should support faculty development by faculty involvement in U.S. and international contracts and grants.	1.93	1	3	30
13	Q039	Colleges should encourage group study abroad programs.	2.00	1	4	30
14	Q038	Faculty mini-exchanges (short-term, group of 5-10 faculty) should be used as a method of faculty development.	2.07	1	4	30
14	Q045	A commitment to international education should be reflected in hiring, tenure, and promotion practices.	2.07	1	5	30

(continued on following page)

Table 144 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
16	Q050	Colleges should support faculty by release time.	2.17	1	4	30
17	Q051	Colleges should support faculty by summer stipends.	2.30	1	4	30
18	Q053	Colleges should support faculty by research grants.	2.40	1	5	30
19	Q040	Faculty should attend one-week overseas seminars to develop themselves professionally if budgets allow.	2.43	1	5	30
20	Q044	Professional opportunities not available at one's home college should be provided in overseas experiences.	2.57	1	5	30
21	Q056	Faculty abroad assignments should be based on the variety of courses a faculty member is able to teach.	2.80	1	5	30
22	Q047	One type of area expert should be sent abroad and another type should be received back in faculty exchange situations.	3.10	1	5	29
23	Q060	Faculty should have competence in a foreign language sufficient to offer a disciplinary course in that language.	3.33	1	5	30
24	Q048	Institutions should aim at having 10%-15% or more of their faculty abroad in any given year.	3.73	1	5	30

recognized as a major long-term effect upon an institution" corresponds to item number 097 on the rating instrument (Area 5) and was ranked the 10th highest indicator among all 175 indicators. This item had a mean of 1.45 and 29 cases reporting.

Rank 3: "Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in business" corresponds to item number 121 on the rating instrument (Area 5). This item had a mean of 1.53 and 30 cases reporting.

Rank 4: "Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in journalism and communications" corresponds to item number 120 on the rating instrument (Area 5). This item had a mean of 1.57 and 30 cases reporting.

Rank 5: "Incentive/support should be given for international curriculum development" corresponds to item number 133 on the rating instrument (Area 5). This item had a mean of 1.60 and 30 cases reporting.

Rank 6: "The international coverage of the textbooks used in introductory courses should be increased" corresponds to item number 107 on the rating instrument (Area 5). This item had a mean of 1.63 and 30 cases reporting.

Rank 6: "Colleges should establish criteria to evaluate the international content in their general education offerings" corresponds to item number 102 on the rating instrument (Area 5). This item had a mean of 1.63 and 30 cases reporting.

Rank 8: "Institutions should have an internationally oriented general education requirement" corresponds to item number 101 on the rating instrument (Area 5). This item had a mean of 1.70 and 30 cases reporting.

Rank 9: "International infusion in the curricula should be accomplished by adding non-Western materials" corresponds to item number 105 on the rating instrument (Area 5). This item had a mean of 1.73 and 30 cases reporting.

Rank 10: "Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in education" corresponds to item number 117 on the rating instrument (Area 5). This item had a mean of 1.76 and 29 cases reporting.

Rank 11: "Colleges should require a foreign language or one or more international studies programs" corresponds to item number 123 on the rating instrument (Area 5). This item had a mean of 1.77 and 30 cases reporting.

Rank 12: "Language requirements should be proficiency-based rather than based on actual seat time or performance in the language classroom" corresponds to item number

125 on the rating instrument (Area 5). This item had a mean of 1.80 and 30 cases reporting.

Rank 13: "Regional cultural geography courses should be perceived as vital routes to internationalization" corresponds to item number 131 on the rating instrument (Area 5). This item had a mean of 1.83 and 30 cases reporting.

Rank 14: International and comparative content should be incorporated into introductory-level sociology courses" corresponds to item number 129 on the rating instrument (Area 5). This item had a mean of 1.87 and 30 cases reporting.

Rank 14: "Major curriculum revisions leading to internationalization should plan for faculty support for at least 3 years" corresponds to item number 132 on the rating instrument (Area 5). This item had a mean of 1.87 and 30 cases reporting.

Rank 16: "A team approach should be considered by faculty when internationalizing curricula" corresponds to item number 134 on the rating instrument (Area 5). This item had a mean of 1.93 and 30 cases reporting.

Rank 16: "International infusion in the curricula should be accomplished by a comparative approach, analyzing from U.S. and non-U.S. perspectives" corresponds to item number 101 on the rating instrument (Area 5). This item had a mean of 1.93 and 30 cases reporting. Table 145 also shows these results.

Descending Rank Ordering of Indicators within American Student Study Abroad Area

The following indicators are those which received high ratings, that is, a rating of 1.0 to 2.0, within the study abroad area. When an indicator received the same mean as another indicator, that is, when a tie occurred, the indicators share the same ranking. The next ranking shown was the next eligible rank based upon the number of tied indicators that immediately preceded it.

Rank 1: "Sponsoring institutions (U.S.) should provide full details to students on academic, cultural financial, and social aspects of programs" corresponds to item number 022 on the rating instrument (Area 1A) and was ranked first among all of the 175 indicators. This item had a mean of 1.10 and 30 cases reporting.

Rank 2: "Programs should be evaluated periodically by student participants, program administrators, and a faculty advisory committee" corresponds to item number 017 on the rating instrument (Area 1A) and was ranked second highest among all of the 175 indicators. This item had a mean of 1.20 and 30 cases reporting.

Rank 3: "Participants should have both pre-departure and on site orientations to their study abroad experience"

Table 145

A Descending Rank Ordering of All Indicators within Internationalizing the Curricula Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q093	Internationalizing the curricula should occur at the undergraduate level.	1.40	1	3	30
02	Q097	Internationalizing the curricula should be recognized as a major long-term effect upon an institution.	1.45	1	3	29
03	Q121	Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in business.	1.53	1	3	30
04	Q120	Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in journalism and communications.	1.57	1	3	30
05	Q133	Incentive/support should be given for international curriculum development.	1.60	1	3	30
06	Q102	Colleges should establish criteria to evaluate the international content in their general education offerings.	1.63	1	3	30
06	Q107	The international coverage of the textbooks used in introductory courses should be increased.	1.63	1	3	30

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Table 145 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
08	Q101	Institutions should have an internationally oriented general education requirement.	1.70	1	4	30
09	Q105	International infusion in the curricula should be accomplished by adding non-Western materials.	1.73	1	3	30
10	Q117	Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in education.	1.76	1	3	29
11	Q123	Colleges should require a foreign language or one or more international studies programs.	1.77	1	4	30
12	Q125	Language requirements should be proficiency-based rather than based on actual seat time or performance in the language classroom.	1.80	1	4	30
13	Q131	Regional cultural geography courses should be perceived as vital routes to internationalization.	1.83	1	3	30
14	Q129	International and comparative content should be incorporated into introductory-level sociology courses.	1.87	1	4	30
14	Q132	Major curriculum revisions leading to internationalization should plan for faculty support for at least 3 years.	1.87	1	4	30

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Table 145 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
16	Q106	International infusion in the curricula should be accomplished by a comparative approach analyzing from U.S. and non-U.S. perspectives.	1.93	1	5	30
16	Q134	A team approach should be considered by faculty when internationalizing curricula.	1.93	1	5	30
18	Q114	Business students should become internationalized by taking international courses outside of the business curricula.	2.00	1	4	29
19	Q115	International trade should be viewed as one of the most pragmatic aspects of international studies.	2.03	1	5	29
19	Q135	Instructional delivery methods should be reassessed when international studies are taught.	2.03	1	5	30
21	Q128	Portions of the study of philosophy should be set in an unfamiliar cultural context to alter students' perceptions of philosophy itself.	2.07	1	4	29
22	Q099	A proper amount of and configuration of international studies courses should be determined and implemented by colleges.	2.11	1	4	28
23	Q094	Professional associations should impel internationalization of the curricula.	2.13	1	5	30

(continued on following page)

Table 145 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
24	Q096	International education courses should be created to more directly relate to the special needs of the community college student.	2.17	1	4	29
25	Q127	Cross-cultural psychology courses should employ cross-cultural training methods which bring about cognitive and attitudinal changes.	2.20	1	5	30
26	Q109	Pre-professional curricula should receive more internationalization efforts.	2.23	1	5	30
26	Q119	Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in the applied sciences.	2.23	1	5	30
28	Q122	Continuing education programs should include for-credit travel and study abroad programs and for-credit language courses.	2.27	1	5	30
28	Q124	There should be a foreign language requirement for admission and/or for degree completion.	2.27	1	5	30
30	Q098	Infusing an international dimension into courses should be adopted as the most far-reaching curricular option when internationalizing.	2.31	1	5	26

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Table 145 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
31	Q095	Working relationships with senior colleges or universities should be established when community colleges develop instructional approaches to and materials on international education.	2.40	1	5	30
31	Q113	The more advanced level a business course is, the more it should be internationalized.	2.40	1	5	30
33	Q111	A theme that should be integral to developing international competence is experienced-based learning.	2.48	1	5	29
34	Q108	Service-learning (linking academic classroom learning with experiential community services) should be incorporated into international education.	2.53	1	4	30
34	Q126	Colleges should provide some form of scholarship incentive to language students, especially students of less commonly taught languages.	2.53	1	4	30
36	Q118	Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in the natural sciences.	2.60	1	5	30

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Table 145 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
37	Q100	International studies courses should be sequenced via prerequisites.	2.66	1	5	29
37	Q130	International politics should be treated as an entry-level course.	2.66	1	5	29
39	Q110	The offering of international studies courses should be one of the criteria for accreditation for schools offering preprofessional programs.	2.69	1	5	29
40	Q112	A theme that should be integral to developing international competence is applied research.	2.97	1	5	29
41	Q103	Modules of courses should be internationalized instead of entire courses.	3.48	1	5	27
42	Q104	Internationalization within the academic disciplines should be promoted before an international interdisciplinary approach is taken.	3.62	1	5	29
43	Q116	In general, export training programs should be fee-based and noncredit.	3.66	1	5	29

corresponds to item number 023 on the rating instrument (Area 1A) and was ranked fifth highest among all of the 175 indicators. This item had a mean of 1.33 and 30 cases reporting.

Rank 4: "Programs should have clearly defined criteria and policies for judging performance and assigning credit that are in accord with practices at the home (U.S.) institution" corresponds to item number 008 on the rating instrument (Area 1A). This item had a mean of 1.57 and 30 cases reporting.

Rank 5: "Programs should provide for adequate administrative, counseling, and supervisory services at the foreign host institution" corresponds to item number 015 on the rating instrument (Area 1A). This item had a mean of 1.70 and 30 cases reporting.

Rank 6: "Sponsoring campuses (U.S.) should require a visit and/or adequate consultation at least once each year with foreign host institution" corresponds to item number 016 on the rating instrument (Area 1A). This item had a mean of 1.80 and 30 cases reporting.

Rank 7: "Applicants should be screened in regard to adequate academic background" corresponds to item number 018 on the rating instrument (Area 1A). This item had a mean of 1.87 and 30 cases reporting.

Rank 8: "The study abroad component should be fully integrated into the rest of a student's program" corresponds to item number 010 on the rating instrument (Area 1A). This item had a mean of 1.97 and 30 cases reporting. Table 146 also shows these results.

Descending Rank Ordering of Indicators within International Students Area

The following indicators are those which received high ratings, that is, a rating of 1.0 to 2.0, within the international students (presence of on U.S. campuses) area. When an indicator received the same mean as another indicator, that is, when a tie occurred, the indicators share the same ranking. The next ranking shown was the next eligible rank based upon the number of tied indicators that immediately preceded it.

Rank 1: "A comprehensive orientation program should be established" corresponds to item number 075 on the rating instrument (Area 3) and was rated the fourth highest indicator among all 175 indicators. This item had a mean of 1.27 and 30 cases reporting.

Rank 2: "Institutions should require adequate health insurance for all students and accompanying dependents and determine an appropriate minimal standard of coverage" corresponds to item number 079 on the rating instrument (Area 3) and was rated the sixth highest indicator among all 175 indicators. This item had a mean of 1.37, and 30

Table 146

A Descending Rank Ordering of All Indicators within American Student Study Abroad Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q022	Sponsoring institutions (U.S.) should provide full details to students on academic, cultural, financial, and social aspects of programs.	1.10	1	2	30
02	Q017	Programs should be evaluated periodically by student participants, program administrators, and a faculty advisory committee.	1.20	1	3	30
03	Q023	Participants should have both pre-departure and on-site orientations to their study abroad experience.	1.33	1	3	30
04	Q008	Programs should have clearly defined criteria and policies for judging performance and assigning credit that are in accord with practices at the home (U.S.) institution.	1.57	1	3	30
05	Q015	Programs should provide for adequate administrative, counseling, and supervisory services at the foreign host institution.	1.70	1	4	30

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Table 146 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
06	Q016	Sponsoring campuses (U.S.) should require a visit and/or adequate consultation at least once each year with host institution (overseas).	1.80	1	3	30
07	Q018	Applicants should be screened in regard to adequate academic background.	1.87	1	4	30
08	Q010	The study abroad component should be fully integrated into the rest of a student's program.	1.97	1	4	30
09	Q003	Study abroad programs should be viewed as accomplishing the goals of international education as well as any method.	2.10	1	4	30
09	Q019	Special funding should be created to recruit underrepresented minorities, especially Blacks and Hispanics.	2.10	1	5	30
11	Q014	Sponsoring (U.S.) programs should guarantee the availability of adequate basic reference materials to offset any limitations of or inaccessibility to local libraries by participants.	2.23	1	4	30
12	Q006	Based on the provinciality (lack of overseas experience) in its student body, a school should target its own students before marketing programs to other schools' students.	2.24	1	5	29

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Table 146 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
13	Q005	A professional study abroad office should be independent of, yet interconnected with, all academic departments.	2.33	1	5	30
14	Q002	Study abroad should be preceded by the taking of courses related to the major focus of the study abroad experience.	2.41	1	5	29
15	Q025	Returnees should be acknowledged for their accomplishments.	2.43	1	5	30
16	Q009	Programs should be reviewed regularly by U.S. accrediting commissions.	2.47	1	5	30
17	Q013	Study abroad centers should have a foreign language requirement.	2.67	1	5	30
18	Q020	A strong study abroad alumni network should be established.	2.80	1	5	30
19	Q007	The optimal size of a program should be under 40 participants.	2.82	1	5	28
20	Q012	Occupational courses should be offered in study abroad programs.	2.83	1	5	30
21	Q004	Study abroad programs should be housed in an academic department.	3.20	1	5	30

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Table 146 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
22	Q021	Grade Point Average (GPA) and other admissions criteria should be relaxed for underrepresented groups (i.e., students with disabilities, students from certain types of institutions, students from certain geographic areas, nontraditional students, and ethnic and racial minorities).	3.33	1	5	30
23	Q011	Short-term programs should be selected due to their cost effectiveness.	3.43	1	5	30
24	Q024	Study abroad should be a graduation requirement.	3.97	2	5	30

cases reporting.

Rank 2: "Enrolling colleges should offer advisory and counseling services on an on-going basis" corresponds to item number 072 on the rating instrument (Area 3) and was rated the sixth highest indicator among all 175 indicators. This item had a mean of 1.37 and 30 cases reporting.

Rank 4: "Institutions should provide one clearly designated unit which coordinates international student services" corresponds to item number 071 on the rating instrument (Area 3). This item had a mean of 1.50 and 30 cases reporting.

Rank 5: "Students should be sought from a variety of national backgrounds, a variety of fields" corresponds to item number 073 on the rating instrument (Area 3). This item had a mean of 1.53 and 30 cases reporting.

Rank 6: " Characteristics required to enter should be correlated periodically with student retention and other measures of performance" corresponds to item number 070 on the rating instrument (Area 3). This item had a mean of 1.79 and 29 cases reporting.

Rank 7: "Schools should only admit students into the regular academic programs of study who score at or above the required score on the Test of English as a foreign language (TOEFL) or who demonstrate clear oral/aural skills" corresponds to item number 069 on the rating instrument (Area 3). This item had a mean of 1.82 and 28 cases reporting. Table 147 also shows these results.

Descending Rank Ordering of of Indicators within Administrator Development Area

The following indicator is the only indicator which received a high rating, that is, a rating of 1.0 to 2.0, within the administrator development area; however, it was ranked the third highest indicator among all of the 175 indicators.

Rank 1: "Top level administrators should become the encouragers of internationalization" corresponds to item number 062 on the rating instrument (Area 2B) and was ranked the third highest among all of the 175 indicators. This item had a mean of 1.23 and 30 cases reporting. Table 148 also shows these results.

Descending Rank Ordering of Indicators within Exchanges Area

The following indicator is the only indicator which received a high rating, that is, a rating of 1.0 to 2.0, within the exchanges area.

Rank 1: "A strong conceptual link should be made between exchanges and the curriculum" corresponds to item number 028 on the rating instrument (Area 1B). This item

Table 147

A Descending Rank Ordering of Indicators within International Students Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q075	A comprehensive orientation program should be established.	1.27	1	3	30
02	Q072	Enrolling colleges should offer advisory and counseling services on an on-going basis.	1.37	1	3	30
02	Q079	Institutions should require adequate health insurance for all students and accompanying dependents and determine an appropriate minimal standard of coverage.	1.37	1	3	30
04	Q071	Institutions should provide one clearly designated unit which coordinates international student services.	1.50	1	4	30
05	Q073	Students should be sought from a variety of national backgrounds, a variety of fields.	1.53	1	3	30
06	Q070	Characteristics required to enter should be correlated periodically with student retention and other measures of performance.	1.79	1	3	29

(continued on following page)

Table 147 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
07	Q069	Schools should only admit students into the regular academic programs of study who score at or above the required score on the Test of English as a Foreign Language (TOEFL) or who demonstrate clear oral/aural skills.	1.82	1	4	28
08	Q078	U.S. institutions should take the responsibility to help prepare international students for their emotional, academic, and social reentry into their home countries.	2.03	1	4	30
09	Q074	A staff/client ratio should be calculated when admitting students.	2.07	1	5	30
10	Q076	On-campus work opportunities should be available to international students.	2.37	1	4	30
11	Q077	Second semester international students should provide orientations for new arrivals from their geographic areas.	2.43	1	5	30
12	Q080	International students should be involved in developing and delivering peer education in an AIDS prevention program to promote cultural sensitivity to this topic.	2.87	1	5	30

(continued on following page)

Table 147 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
13	Q068	Agents who recruit international students should receive an annual salary from receiving institutions.	3.68	1	5	28
14	Q067	Overseas recruiters should receive a fee per student recruited.	4.38	2	5	29

Table 148

A Descending Rank Ordering of Indicators within Administrator Development Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q062	Top-level administrators should become the encouragers of internationalization.	1.23	1	4	30
02	Q063	Administrators should participate side-by-side with faculty and students in cultural immersion programs.	2.03	1	5	30
03	Q064	Criteria for the selection of college presidents should include some indication of foreign language study and/or a commitment to the international arena.	2.07	1	5	30
03	Q065	Administrators should actively seek out overseas exchanges.	2.07	1	5	30

had a mean of 1.67 and 30 cases reporting. Table 149 also shows these results.

Descending Rank Ordering of Indicators within Intercultural Studies Area

None of the indicators within the intercultural studies area (an area which received a moderately important rating, that is, 2.0 to 3.0), received a high rating, that is, 1.0 to 2.0, so the indicator closest to a high rating is being reported.

Rank 1: "Intercultural studies should be interdisciplinary in nature" corresponds to item number 085 on the rating instrument (Area 4A). This item had a mean of 2.00 and 30 cases reporting. Table 150 also shows these results.

Descending Rank Ordering of Indicators within Co-curricular Events (Campus-Community Programs) Area

The following indicators are those which received high ratings, that is, a rating of 1.0 to 2.0, within the co-curricular events (campus-community programs) area. When an indicator received the same mean as another indicator, that is, when a tie occurred, the indicators share the same ranking. The next ranking shown was the next eligible rank based upon the number of tied indicators that immediately preceded it.

Table 149

A Descending Rank Ordering of Indicators within Exchanges Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q028	A strong conceptual link should be made between exchanges and the curriculum.	1.67	1	4	30
02	Q027	U.S. offices of study abroad/exchanges should utilize the technical efficiencies of telecommunications equipment (e.g., Bitnet, Internet, and computerized reference and searches).	2.20	1	5	30
03	Q029	The duration of exchange programs should be in proportion to the length of study of associate degree programs.	2.83	1	5	30
04	Q030	Schools should actively recruit participants with disabilities.	3.07	1	5	29

Table 150

A Descending Rank Ordering of Indicators within Intercultural Studies Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q085	Intercultural studies should be interdisciplinary in nature.	2.00	1	5	30
02	Q084	All students should take 2-3 intercultural courses.	2.41	1	5	29
03	Q082	A college should offer courses relative to the dominant culture of its service district population.	2.55	1	5	29
04	Q087	States should have statewide offices of international/intercultural studies as part of their higher education systems.	2.66	1	5	29
05	Q083	Cultural programs should be exchanged between North American colleges.	2.68	1	5	28
06	Q086	English/social science studies should form the interdisciplinary core for an intercultural degree program.	2.87	1	5	30

Rank 1: "External clientele should include private business" corresponds to item number 137 on the rating instrument (Area 6). This item had a mean of 1.77 and 30 cases reporting.

Rank 1: "Schools should provide to volunteers and participants in community programs adequate orientation for working with international students" corresponds to item number 157 on the rating instrument (Area 6). This item had a mean of 1.77 and 30 cases reporting.

Rank 3: "External clientele should include K-12 education" corresponds to item number 138 on the rating instrument (Area 6). This item had a mean of 1.80 and 30 cases reporting.

Rank 4: "External clientele should include public sector organizations" corresponds to item number 139 on the rating instrument (Area 6). This item had a mean of 1.87 and 30 cases reporting.

Rank 5: "Colleges should advance citizenship education" corresponds to item number 142 on the rating instrument (Area 6). This item had a mean of 1.97 and 30 cases reporting. Table 151 also shows these results.

Descending Rank Ordering of Indicators within Area Studies Area

The following indicator is the only indicator which received a high rating, that is, a rating of 1.0 to 2.0,

Table 151

A Descending Rank Ordering of Indicators within Co-Curricular Events (Campus-Community Programs) Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q137	External clientele should include private business.	1.77	1	3	30
01	Q157	Schools should provide to volunteers and participants in community programs adequate orientation for working with international students.	1.77	1	3	30
03	Q138	External clientele should include K-12 education.	1.80	1	4	30
04	Q139	External clientele should include public sector organizations.	1.87	1	4	30
05	Q142	Colleges should advance citizenship education.	1.97	1	5	30
06	Q141	Lifelong learning activities should include internationalization.	2.00	1	5	30
07	Q140	Partnerships should be viewed as essential to the public service component of international education.	2.07	1	5	30
08	Q147	Co-curricular activities should include in-service courses and K-12 teacher-training programs.	2.14	1	5	29
08	Q148	Co-curricular activities should include intercultural workshops for elementary and secondary students and their teachers.	2.14	1	5	29

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Table 151 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
10	Q156	International students should be utilized to strengthen the international dimension of a community.	2.20	1	4	30
11	Q143	Informality should be viewed as compatible with adult education international education opportunities (credit and noncredit seminars, symposia, etc.) in order to encourage participation.	2.23	1	5	30
11	Q154	Co-curricular activities should include Great Decisions courses (reading/ discussion courses on international topics).	2.23	1	5	30
13	Q145	Co-curricular activities should include a Speaker's Bureau.	2.30	1	4	30
14	Q153	Co-curricular activities should include home-hospitality programs for international visitors.	2.33	1	4	30
15	Q144	Community education (continuing education) should help with the funding for co-curricular events.	2.53	1	5	30
16	Q146	Co-curricular activities should include a Global Week.	2.60	1	4	30
17	Q158	Schools should have an International Visitors Center.	2.83	1	5	30

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Table 151 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
18	Q155	International students should be encouraged to do volunteer work in the community.	3.00	1	5	30
19	Q151	Co-curricular activities should include international music programs.	3.07	1	5	30
20	Q149	Co-curricular activities should include international food fairs.	3.23	1	5	30
21	Q150	Co-curricular activities should include international craft demonstrations.	3.27	1	5	30
22	Q152	Co-curricular activities should include international fashion shows.	3.53	2	5	30

within the area studies area.

Rank 1: "Foreign language should be a part of area studies" corresponds to item number 091 on the rating instrument (Area 4B). This item had a mean of 1.72 and 29 cases reporting. Table 152 also shows these results.

Descending Rank Ordering of Indicators within Membership in International Education Consortia Area

The following indicators are those which received high ratings, that is, a rating of 1.0 to 2.0, within the membership in international education consortia area. When an indicator received the same mean as another indicator, that is, when a tie occurred, the indicators share the same ranking. The next ranking shown was the next eligible rank based upon the number of tied indicators that immediately preceded it.

Rank 1: "Consortia should be entered into on the basis of commonality of purpose" corresponds to item number 182 on the rating instrument (Area 8). This item had a mean of 1.40 and 30 cases reporting.

Rank 2: "Consortia should be entered into on the basis of desire to share programs" corresponds to item number 184 on the rating instrument (Area 8). This item had a mean of 1.83 and 30 cases reporting. Table 153 also shows these results.

Table 152

A Descending Rank Ordering of Indicators within Area Studies Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q091	Foreign language should be a part of area studies.	1.72	1	4	29
02	Q090	Courses in several disciplines should be offered in area studies' programs.	2.03	1	5	29
03	Q089	Undergraduate curriculum should concentrate more on a major in international or global studies than in area studies.	3.41	1	5	29

Table 153

A Descending Rank Ordering of Indicators within Membership in Educational Education Consortia Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q182	Consortia should be entered into on the basis of commonality of purpose.	1.40	1	3	30
02	Q184	Consortia should be entered into on the basis of desire to share programs.	1.83	1	4	30
03	Q181	Consortia should be entered into on the basis of similarity of interest in a particular country.	2.20	1	5	30
04	Q187	Community college consortia should solicit the involvement of state university systems.	2.57	1	5	30
05	Q185	Consortia should be entered into on the basis of desire to save money.	2.67	1	5	30
06	Q186	Consortia should allow for affiliate memberships.	2.73	1	5	30
07	Q183	Consortia should be entered into on the basis of inability to organize a program or project on one's own.	2.76	1	5	29
08	Q180	Consortia should be entered into on the basis of geographic proximity to other schools.	3.17	1	5	30

Descending Rank Ordering of Indicators within Technical Assistance Projects with International Institutions or Countries Area

These indicators are contained within an area which received the second lowest ranking among all the areas, so the lowest ranked indicators and those receiving a low rating, that is, a rating of 3.0 to 5.0, will be reported.

Rank 1: "Technical assistance projects should be viewed as an integral part of helping colleges to be academically competitive" corresponds to item number 177 on the rating instrument (Area 7). This item had a mean of 3.00 and 27 cases reporting.

Rank 2: "Colleges involvement in technical assistance projects should be driven by prior experience in technical assistance" corresponds to item number 162 on the rating instrument (Area 7). This item had a mean of 3.10, a standard deviation of 1.08 and 29 cases reporting.

Rank 3: "Technical assistance bilateral agreements should be preceded by a contact at a consortium-sponsored conference" corresponds to item number 176 on the rating instrument (Area 7). This item had a mean of 3.19 and 27 cases reporting. Table 154 also shows these results.

Table 154

A Descending Rank Ordering of Indicators within Technical Assistance Projects with International Institutions or Countries Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q160	Colleges' involvement in technical assistance projects should be driven by compatible mission statement.	1.83	1	4	29
02	Q170	The consortium option should be considered by colleges when they undertake technical assistance projects.	1.96	1	3	27
03	Q163	Colleges' involvement in technical assistance projects should be driven by capacity to provide short-cycle vocational and technical training matched to a nation's needs.	1.97	1	5	29
04	Q164	Colleges' involvement in technical assistance projects should be driven by strength in creating a practical management approach to delivering identified services.	2.11	1	5	28
05	Q172	All technical assistance and education programs should be jointly designed and implemented by the international partners.	2.14	1	5	29
06	Q175	Technical assistance bilateral agreements should be preceded by a visit from the consortium delegation to the receiving (overseas) institution.	2.15	1	4	27

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Table 154 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
07	Q168	Technical assistance training projects should focus on in-country customized training.	2.37	1	5	27
08	Q178	Students should get a competitive edge on post-graduate employment by working on cooperative education projects.	2.48	1	4	27
09	Q165	Colleges' involvement in technical assistance projects should be driven by ability to provide cost-effective specialty programs for nontraditional learners at the local level.	2.50	1	5	28
09	Q167	Technical assistance training projects should focus on on-campus training.	2.50	1	4	28
11	Q161	Colleges' involvement in technical assistance projects should be driven by geographical location.	2.72	1	5	29
12	Q166	Colleges' involvement in technical assistance projects should be driven by experience in a variety of educational specialties in developing countries.	2.82	1	5	28
13	Q173	Colleges should participate in technical assistance programs by becoming subcontractors for such programs.	2.89	1	5	28

(continued on following page)

Table 154 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
14	Q171	To best fulfill project objectives, a technical assistance consortium should limit the number of participating institutions.	2.89	1	4	27
15	Q169	Technical assistance training projects should focus on existing curricula.	2.96	2	5	27
15	Q174	Schools should be involved in technical assistance projects as signatories to overseas bilateral agreements.	2.96	1	5	27
17	Q177	Technical assistance projects should be viewed as an integral part of helping colleges to be academically competitive.	3.00	1	5	27
18	Q162	Colleges' involvement in technical assistance projects should be driven by prior experience in technical assistance.	3.10	1	5	29
19	Q176	Technical assistance bilateral agreements should be preceded by a contact at a consortium-sponsored conference.	3.19	1	5	27

Descending Rank Ordering of Indicators within Work Abroad Area

This indicator is contained within an area which received the lowest ranking among all the areas, so the lowest ranked indicator, which is also the one which received a low rating, that is, a rating of 3.0 to 5.0, will be reported.

Rank 1: "Work abroad experiences should derive from volunteer work abroad" corresponds to item number 035 on the rating instrument (Area 1C). This item had a mean of 3.70 and 30 cases reporting. Table 155 also shows these results.

Descending Rank Ordering of All International Education Indicators

The following table, Table 156, presents the 175 indicators that were a part of the rating instrument. In a descending rank ordering that the expert raters have assigned to these indicators, which derived from the means of ratings the indicators received, the indicators are listed along with their mean, standard deviation, high score, low score, and number of cases responding. When an indicator received the same mean as another indicator, that is, when a tie occurred, the indicators share the same ranking. The next ranking shown was the next eligible rank based upon the number of tied indicators

Table 155

A Descending Rank Ordering of Indicators within
Work Aboard Area

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
01	Q033	Work abroad experiences should be preceded by practical and analytical academic activities in the students' own country.	2.20	1	5	30
02	Q032	Overseas employment should count in students' degree plans via academic credit.	2.87	1	5	30
02	Q034	Paid international internships should be part of a work abroad program.	2.87	1	5	30
04	Q035	Work abroad experiences should derive from volunteer work abroad.	3.70	1	5	30

Table 156

A Descending Rank Ordering of All International Education Indicators

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
001	Q022	Sponsoring institutions (U.S.) should provide full details to students on academic, cultural, financial, and social aspects of programs.	1.10	1	2	30
002	Q017	Programs should be evaluated periodically by student participants, program administrators, and a faculty advisory committee.	1.20	1	3	30
003	Q062	Top-level administrators should become the encouragers of internationalization.	1.23	1	4	30
004	Q075	A comprehensive orientation program should be established.	1.27	1	3	30
005	Q023	Participants should have both pre-departure and on-site orientations to their study abroad experience.	1.33	1	3	30
006	Q072	Enrolling colleges should offer advisory and counseling services on an on-going basis.	1.37	1	3	30
006	Q079	Institutions should require adequate health insurance for all students and accompanying dependents and determine an appropriate minimal standard of coverage.	1.37	1	3	30

(continued on following page)

Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
008	Q093	Internationalizing the curricula should occur at the undergraduate level.	1.40	1	3	30
008	Q182	Consortia should be entered into on the basis of commonality of purpose.	1.40	1	3	30
010	Q097	Internationalizing the curricula should be recognized as a major long-term effect upon an institution.	1.45	1	3	29
011	Q071	Institutions should provide one clearly designated unit which coordinates international student services.	1.50	1	4	30
012	Q055	Colleges should support faculty development by faculty input in the design of study abroad and other international programs.	1.53	1	3	30
012	Q121	Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in business.	1.53	1	3	30
012	Q073	Students should be sought from a variety of national backgrounds, a variety of fields.	1.53	1	3	30

(continued on following page)

Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
015	Q120	Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in journalism and communications.	1.57	1	3	30
015	Q008	Programs should have clearly defined criteria and policies for judging performance and assigning credit that are in accord with practices at the home (U.S.) institution.	1.57	1	3	30
017	Q133	Incentive/support should be given for international curriculum development.	1.60	1	3	30
018	Q037	The international arena should be recognized as one of the most acceptable and desired areas of faculty development.	1.63	1	4	30
018	Q102	Colleges should establish criteria to evaluate the international content in their general education offerings.	1.63	1	3	30
018	Q107	The international coverage of the textbooks used in introductory courses should be increased.	1.63	1	3	30

(continued on following page)

Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
021	Q057	Faculty abroad assignments should be based on a faculty member's flexibility, adaptability, self-sufficiency, and compatibility.	1.67	1	4	30
021	Q028	A strong conceptual link should be made between exchanges and the curriculum.	1.67	1	4	30
023	Q101	Institutions should have an internationally oriented general education requirement.	1.70	1	4	30
023	Q015	Programs should provide for adequate administrative, counseling, and supervisory services at the foreign host institution.	1.70	1	4	30
025	Q091	Foreign language should be a part of area studies.	1.72	1	4	29
026	Q043	Faculty members should have the opportunity to increase their in-service international education opportunities.	1.73	1	3	30
026	Q049	Colleges should support faculty development by faculty exchanges.	1.73	1	4	30
026	Q105	International infusion in the curricula should be accomplished by adding non-Western materials.	1.73	1	3	30

(continued on following page)

Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
029	Q117	Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in education.	1.76	1	3	29
030	Q123	Colleges should require a foreign language or one or more international studies programs.	1.77	1	4	30
030	Q137	External clientele should include private business.	1.77	1	3	30
030	Q157	Schools should provide to volunteers and participants in community programs adequate orientation for working with international students.	1.77	1	3	30
033	Q070	Characteristics required to enter should be correlated periodically with student retention and other measures of performance.	1.79	1	3	29
034	Q046	Schools should provide incentives for participating in international education activities.	1.80	1	4	30
034	Q052	Colleges should support faculty development by travel monies.	1.80	1	4	30

(continued on following page)

Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
034	Q125	Language requirements should be proficiency-based rather than based on actual seat time or performance in the language classroom.	1.80	1	4	30
034	Q016	Sponsoring campuses (U.S.) should require a visit and/or adequate consultation at least once each year with host institution (overseas).	1.80	1	3	30
034	Q138	External clientele should include K-12 education.	1.80	1	4	30
039	Q069	Schools should only admit students into the regular academic programs of study who score at or above the required score on the Test of English as a Foreign Language (TOEFL) or who demonstrate clear oral/aural skills.	1.82	1	4	28
040	Q058	Colleges should hire more faculty with international expertise.	1.83	1	5	30
040	Q059	Opportunities for faculty to acquire or strengthen foreign language skills should be expanded.	1.83	1	4	30
040	Q131	Regional cultural geography courses should be perceived as vital routes to internationalization.	1.83	1	3	30

(continued on following page)

Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
040	Q184	Consortia should be entered into on the basis of desire to share programs.	1.83	1	4	30
040	Q160	Colleges' involvement in technical assistance projects should be driven by compatible mission statement.	1.83	1	4	29
045	Q042	The internationalization of an institution should emanate from the faculty development in the international area.	1.87	1	3	30
045	Q129	International and comparative content should be incorporated into introductory-level sociology courses.	1.87	1	4	30
045	Q132	Major curriculum revisions leading to internationalization should plan for faculty support for at least 3 years.	1.87	1	4	30
045	Q018	Applicants should be screened in regard to adequate academic background.	1.87	1	4	30
045	Q139	External clientele should include public sector organizations.	1.87	1	4	30
050	Q041	All faculty should possess and share information on international education opportunities in their roles as advisors.	1.90	1	4	30

(continued on following page)

Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
051	Q054	Colleges should support faculty development by faculty involvement in U.S. and international contracts and grants.	1.93	1	3	30
051	Q106	International infusion in the curricula should be accomplished by a comparative approach analyzing from U.S. and non-U.S. perspectives.	1.93	1	5	30
051	Q134	A team approach should be considered by faculty when internationalizing curricula.	1.93	1	5	30
054	Q170	The consortium option should be considered by colleges when they undertake technical assistance projects.	1.96	1	3	27
055	Q010	The study abroad component should be fully integrated into the rest of a student's program.	1.97	1	4	30
055	Q142	Colleges should advance citizenship education.	1.97	1	5	30
055	Q163	Colleges' involvement in technical assistance projects should be driven by capacity to provide short-cycle vocational and technical training matched to a nation's needs.	1.97	1	5	29
058	Q039	Colleges should encourage group study abroad programs.	2.00	1	4	30

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
058	Q114	Business students should become internationalized by taking international courses outside of the business curricula.	2.00	1	4	29
058	Q085	Intercultural studies should be interdisciplinary in nature.	2.00	1	5	30
058	Q141	Lifelong learning activities should include internationalization.	2.00	1	5	30
062	Q115	International trade should be viewed as one of the most pragmatic aspects of international studies.	2.03	1	5	29
062	Q135	Instructional delivery methods should be reassessed when international studies are taught.	2.03	1	5	30
062	Q078	U.S. institutions should take the responsibility to help prepare international students for their emotional, academic, and social reentry into their home countries.	2.03	1	4	30
062	Q063	Administrators should participate side-by-side with faculty and students in cultural immersion programs.	2.03	1	5	30
062	Q090	Courses in several disciplines should be offered in area studies' programs.	2.03	1	5	29

(continued on following page)

Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
067	Q038	Faculty mini-exchanges (short-term, group of 5-10 faculty) should be used as a method of faculty development.	2.07	1	4	30
067	Q045	A commitment to international education should be reflected in hiring, tenure, and promotion practices.	2.07	1	5	30
067	Q128	Portions of the study of philosophy should be set in an unfamiliar cultural context to alter students' perceptions of philosophy itself.	2.07	1	4	29
067	Q074	A staff/client ratio should be calculated when admitting students.	2.07	1	5	30
067	Q064	Criteria for the selection of college presidents should include some indication of foreign language study and/or a commitment to the international arena.	2.07	1	5	30
067	Q065	Administrators should actively seek out overseas exchanges.	2.07	1	5	30
067	Q140	Partnerships should be viewed as essential to the public service component of international education.	2.07	1	5	30
074	Q003	Study abroad programs should be viewed as accomplishing the goals of international education as well as any method.	2.10	1	4	30

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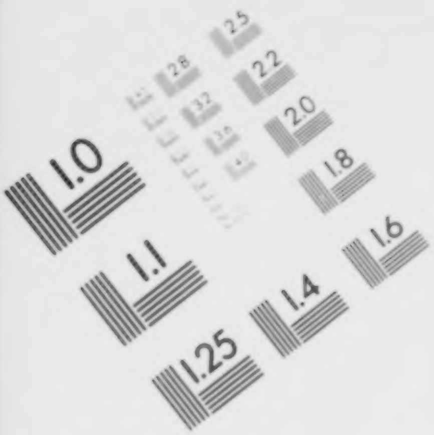
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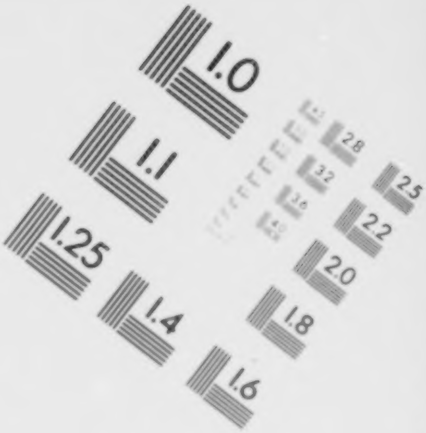
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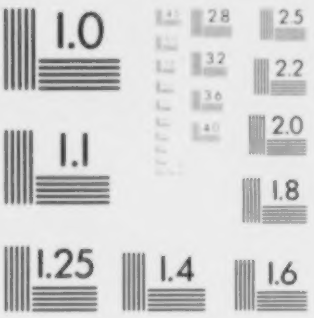
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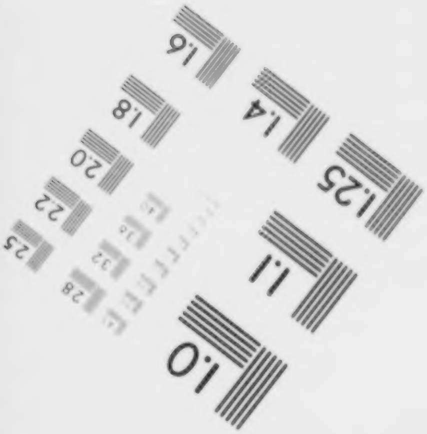
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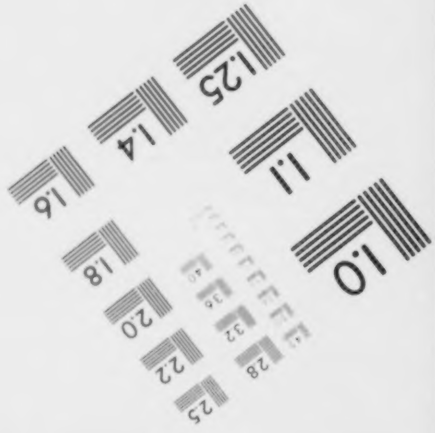
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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
074	Q019	Special funding should be created to recruit underrepresented minorities, especially Blacks and Hispanics.	2.10	1	5	30
076	Q099	A proper amount of and configuration of international studies courses should be determined and implemented by colleges.	2.11	1	4	28
076	Q164	Colleges' involvement in technical assistance projects should be driven by strength in creating a practical management approach to delivering identified services.	2.11	1	5	28
078	Q094	Professional associations should impel internationalization of the curricula.	2.13	1	5	30
079	Q147	Co-curricular activities should include in-service courses and K-12 teacher-training programs.	2.14	1	5	29
079	Q148	Co-curricular activities should include intercultural workshops for elementary and secondary students and their teachers.	2.14	1	5	29
079	Q172	All technical assistance and education programs should be jointly designed and implemented by the international partners.	2.14	1	5	29

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
082	Q175	Technical assistance bilateral agreements should be preceded by a visit from the consortium delegation to the receiving (overseas) institution.	2.15	1	4	27
083	Q050	Colleges should support faculty by release time.	2.17	1	4	30
083	Q096	International education courses should be created to more directly relate to the special needs of the community college student.	2.17	1	4	29
085	Q127	Cross-cultural psychology courses should employ cross-cultural training methods which bring about cognitive and attitudinal changes.	2.20	1	5	30
085	Q027	U.S. offices of study abroad/exchanges should utilize the technical efficiencies of telecommunications equipment (e.g., Bitnet, Internet, and computerized reference and searches).	2.20	1	5	30
085	Q156	International students should be utilized to strengthen the international dimension of a community.	2.20	1	4	30
085	Q181	Consortia should be entered into on the basis of similarity of interest in a particular country.	2.20	1	5	30

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
085	Q033	Work abroad experiences should be preceded by practical and analytical academic activities in the students' own country.	2.20	1	5	30
090	Q109	Pre-professional curricula should receive more internationalization efforts.	2.23	1	5	30
090	Q119	Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in the applied sciences.	2.23	1	5	30
090	Q014	Sponsoring (U.S.) programs should guarantee the availability of adequate basic reference materials to offset any limitations of or inaccessibility to local libraries by participants.	2.23	1	4	30
090	Q143	Informality should be viewed as compatible with adult education international education opportunities (credit and noncredit seminars, symposia, etc.) in order to encourage participation.	2.23	1	5	30
090	Q154	Co-curricular activities should include Great Decisions courses (reading/ discussion courses on international topics).	2.23	1	5	30

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
095	Q006	Based on the provinciality (lack of overseas experience) in its student body, a school should target its own students before marketing programs to other schools' students.	2.24	1	5	29
096	Q122	Continuing education programs should include for-credit travel and study abroad programs and for-credit language courses.	2.27	1	5	30
096	Q124	There should be a foreign language requirement for admission and/or for degree completion.	2.27	1	5	30
098	Q051	Colleges should support faculty by summer stipends.	2.30	1	4	30
098	Q145	Co-curricular activities should include a Speaker's Bureau.	2.30	1	4	30
100	Q098	Infusing an international dimension into courses should be adopted as the most far-reaching curricular option when internationalizing.	2.31	1	5	26
101	Q005	A professional study abroad office should be independent of, yet interconnected with, all academic departments.	2.33	1	5	30

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
101	Q153	Co-curricular activities should include home-hospitality programs for international visitors.	2.33	1	4	30
103	Q076	On-campus work opportunities should be available to international students.	2.37	1	4	30
103	Q168	Technical assistance training projects should focus on in-country customized training.	2.37	1	5	27
105	Q053	Colleges should support faculty by research grants.	2.40	1	5	30
105	Q095	Working relationships with senior colleges or universities should be established when community colleges develop instructional approaches to and materials on international education.	2.40	1	5	30
105	Q113	The more advanced level a business course is, the more it should be internationalized.	2.40	1	5	30
108	Q002	Study abroad should be preceded by the taking of courses related to the major focus of the study abroad experience.	2.41	1	5	29
108	Q084	All students should take 2-3 intercultural courses.	2.41	1	5	29

(continued on following page)

Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
110	Q040	Faculty should attend one-week overseas seminars to develop themselves professionally if budgets allow.	2.43	1	5	30
110	Q025	Returnees should be acknowledged for their accomplishments.	2.43	1	5	30
110	Q077	Second semester international students should provide orientations for new arrivals from their geographic areas.	2.43	1	5	30
113	Q009	Programs should be reviewed regularly by U.S. accrediting commissions.	2.47	1	5	30
114	Q111	A theme that should be integral to developing international competence is experienced-based learning.	2.48	1	5	29
114	Q178	Students should get a competitive edge on post-graduate employment by working on cooperative education projects.	2.48	1	4	27
116	Q165	Colleges' involvement in technical assistance projects should be driven by ability to provide cost-effective specialty programs for nontraditional learners at the local level.	2.50	1	5	28
116	Q167	Technical assistance training projects should focus on on-campus training.	2.50	1	4	28

(continued on following page)

Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
118	Q108	Service-learning (linking academic classroom learning with experiential community services) should be incorporated into international education.	2.53	1	4	30
118	Q126	Colleges should provide some form of scholarship incentive to language students, especially students of less commonly taught languages.	2.53	1	4	30
118	Q144	Community education (continuing education) should help with the funding for co-curricular events.	2.53	1	5	30
121	Q082	A college should offer courses relative to the dominant culture of its service district population.	2.55	1	5	29
122	Q044	Professional opportunities not available at one's home college should be provided in overseas experiences.	2.57	1	5	30
122	Q187	Community college consortia should solicit the involvement of state university systems.	2.57	1	5	30
124	Q118	Programs to improve students' competencies in international understanding and foreign languages should be implemented in courses in the natural sciences.	2.60	1	5	30

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
124	Q146	Co-curricular activities should include a Global Week.	2.60	1	4	30
126	Q100	International studies courses should be sequenced via prerequisites.	2.66	1	5	29
126	Q130	International politics should be treated as an entry-level course.	2.66	1	5	29
126	Q087	States should have statewide offices of international/intercultural studies as part of their higher education systems.	2.66	1	5	29
129	Q013	Study abroad centers should have a foreign language requirement.	2.67	1	5	30
129	Q185	Consortia should be entered into on the basis of desire to save money.	2.67	1	5	30
131	Q083	Cultural programs should be exchanged between North America colleges.	2.68	1	5	28
132	Q110	The offering of international studies courses should be one of the criteria for accreditation for schools offering preprofessional programs.	2.69	1	5	29
133	Q161	Colleges' involvement in technical assistance projects should be driven by geographical location.	2.72	1	5	29

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
134	Q186	Consortia should allow for affiliate memberships.	2.73	1	5	30
135	Q183	Consortia should be entered into on the basis of inability to organize a program or project on one's own.	2.76	1	5	29
136	Q056	Faculty abroad assignments should be based on the variety of courses a faculty member is able to teach.	2.80	1	5	30
136	Q020	A strong study abroad alumni network should be established.	2.80	1	5	30
138	Q007	The optimal size of a program should be under 40 participants.	2.82	1	5	28
138	Q166	Colleges' involvement in technical assistance projects should be driven by experience in a variety of educational specialties in developing countries.	2.82	1	5	28
140	Q012	Occupational courses should be offered in study abroad programs.	2.83	1	5	30
140	Q029	The duration of exchange programs should be in proportion to the length of study of associate degree programs.	2.83	1	5	30
140	Q158	Schools should have an International Visitors Center.	2.83	1	5	30

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
143	Q080	International students should be involved in developing and delivering peer education in an AIDS prevention program to promote cultural sensitivity to this topic.	2.87	1	5	30
143	Q086	English/social science studies should form the interdisciplinary core for an intercultural degree program.	2.87	1	5	30
143	Q032	Overseas employment should count in students' degree plans via academic credit.	2.87	1	5	30
143	Q034	Paid international internships should be part of a work abroad program.	2.87	1	5	30
147	Q173	Colleges should participate in technical assistance programs by becoming subcontractors for such programs.	2.89	1	5	28
147	Q171	To best fulfill project objectives, a technical assistance consortium should limit the number of participating institutions.	2.89	1	4	27
149	Q169	Technical assistance training projects should focus on existing curricula.	2.96	2	5	27

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
149	Q174	Schools should be involved in technical assistance projects as signatories to overseas bilateral agreements.	2.96	1	5	27
151	Q112	A theme that should be integral to developing international competence is applied research.	2.97	1	5	29
152	Q155	International students should be encouraged to do volunteer work in the community.	3.00	1	5	30
152	Q177	Technical assistance projects should be viewed as an integral part of helping colleges to be academically competitive.	3.00	1	5	27
154	Q030	Schools should actively recruit participants with disabilities.	3.07	1	5	29
154	Q151	Co-curricular activities should include international music programs.	3.07	1	5	30
156	Q047	One type of area expert should be sent abroad and another type should be received back in faculty exchange situations.	3.10	1	5	29
156	Q162	Colleges' involvement in technical assistance projects should be driven by prior experience in technical assistance.	3.10	1	5	29

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Table 156 (continued)

Rank	Item No.	Indicator	Mean		High Score	Low Score	N
158	Q180	Consortia should be entered into on the basis of geographic proximity to other schools.	3.17	1.21	1	5	30
159	Q176	Technical assistance bilateral agreements should be preceded by a contact at a consortium-sponsored conference.	3.19	1.08	1	5	27
160	Q004	Study abroad programs should be housed in an academic department.	3.20	1.32	1	5	30
161	Q149	Co-curricular activities should include international food fairs.	3.23	1.10	1	5	30
162	Q150	Co-curricular activities should include international craft demonstrations.	3.27	1.05	1	5	30
163	Q060	Faculty should have competence in a foreign language sufficient to offer a disciplinary course in that language.	3.33	1.45	1	5	30
163	Q021	Grade Point Average (GPA) and other admissions criteria should be relaxed for underrepresented groups (i.e., students with disabilities, students from certain types of institutions, students from certain geographic areas, nontraditional students, and ethnic and racial minorities.	3.33	1.21	1	5	30

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
165	Q089	Undergraduate curriculum should concentrate more on a major in international or global studies than in area studies.	3.41	1	5	29
166	Q011	Short-term programs should be selected due to their cost effectiveness.	3.43	1	5	30
167	Q103	Modules of courses should be internationalized instead of entire courses.	3.48	1	5	27
168	Q152	Co-curricular activities should include international fashion shows.	3.53	2	5	30
169	Q104	Internationalization within the academic disciplines should be promoted before an international interdisciplinary approach is taken.	3.62	1	5	29
170	Q116	In general, export training programs should be fee-based and noncredit.	3.66	1	5	29
171	Q068	Agents who recruit international students should receive an annual salary from receiving institutions.	3.68	1	5	28
172	Q035	Work abroad experiences should derive from volunteer work abroad.	3.70	1	5	30

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Table 156 (continued)

Rank	Item No.	Indicator	Mean	High Score	Low Score	N
173	Q048	Institutions should aim at having 10%-15% or more of their faculty abroad in any given year.	3.73	1	5	30
174	Q024	Study abroad should be a graduation requirement.	3.97	2	5	30
175	Q067	Overseas recruiters should receive a fee per student recruited.	4.38	2	5	29

that immediately preceded it.

Summary

This chapter contained a reporting and analysis of the data that were derived from the experts' ratings of the areas and indicators of quality of international education programming. Data shared in this chapter were in response to the eight research questions that were posed at the outset of this study, which sought to identify and validate these areas and their indicators and to see if relationships exist between rater types and their ratings of these areas and indicators. Chapter 5, the concluding chapter of this study, will present a summary of the study, as well as conclusions, discussion, implications, and recommendations for future research. References and Appendices follow Chapter 5.

CHAPTER 5

SUMMARY AND CONCLUSIONS

Proper preparation for the citizens and workers of the United States begins with their realization that they are members of a global village, and this can be accomplished by internationalizing the two-year college, a major source of instruction for these individuals. Since many opportunities for these colleges to internationalize exist, it is important that they are aware of expert opinion on the topic of internationalizing so that valuable resources are not wasted and sincere efforts are not thwarted.

The purpose of this study was to identify and validate through expert opinion the areas and indicators of quality of international education for two-year college programming which previously had neither been validated nor contained in any one body of work. To that end, the following research questions directed this study:

1. What are the areas of international education programming?
2. What are the indicators of quality in international education programming?
3. What are the experts' ratings of the areas of

international education programming?

4. What are the experts' ratings of the indicators of quality of international education programming?
5. Is there a relationship between the rater types and their ratings of the areas of international education programming?
6. Is there a relationship between the rater types and their ratings of the indicators of quality of international education programming?
7. What are the rankings overall for the areas of international education?
8. What are the rankings for the indicators of quality of international education within their areas as well as overall?

An ex post facto design was used for this study in the form of a rating instrument designed by the researcher and mailed to 30 expert raters across the United States. The rating instrument evolved from a validation document initially sent to a panel of experts, the jurors, who judged the inclusion of the content, its accuracy, and its language clarity; 10 jurors were used. After revisions suggested by the jurors were made, the rating instrument emerged and was sent to the second panel of experts, the raters, representing the major areas of international education--12 in total with 175 indicators. Since jurors and raters were selected on the basis of their expert status, a minimum of demographic data was sought on them at the time that they were surveyed, and this was done only for generalizability purposes and to argue for their expert status. Thirty raters were sent the rating instrument and 100% of those responded. A Likert scale was employed in the instrument, using value labels and values of "very important"=1 (high); 2; "moderately important"= 3; 4; "not important"=5 (low). One of the aims of this study was to survey responses from those audiences with which two-year colleges most often interact, so seven of these professional fields were identified and surveyed and represented: educational associations, business (service sector)/industry (manufacturing sector), voluntary organizations (the nonprofit sector), two-year colleges, four-year colleges and universities, government, and health-care.

A presentation of the data that were received in response to the research questions was given in Chapter 4. What follows now are the conclusions, implications, and recommendations which result from an analysis of these data.

Conclusions

Ratings of Areas of International Education Programming

The following conclusions are in response to Research Question 3.

The expert raters validated through their ratings that the most valuable areas of international education for two-year colleges are the following ones: faculty development, internationalizing the curricula, study abroad, international students (presence of on U.S. campuses), administrator development, exchanges, intercultural studies, co-curricula events (campus-community programs), area studies, membership in international education consortia, technical assistance projects with international institutions or countries, and work abroad.

Those areas which received high ratings, that is, a rating of 1.0 to 2.0, were the following, with an indication of the mean they received: faculty development (1.38), internationalizing the curricula (1.52), study abroad (1.77), international students (presence of on U.S. campuses) (1.79), administrator development (1.83), and exchanges (1.97).

Areas which received moderately important ratings, that is, a rating of 2.0 to 3.0, were: intercultural studies (2.00), co-curricular events (campus-community programs) (2.18), area studies (2.30), membership in international education consortia (2.43), technical assistance projects with international institutions or countries (2.57), and work abroad (2.72). No area received a low rating, that is, a rating of 3.0 to 5.0; however, technical assistance projects with international institutions or countries and work abroad were rated and consequently ranked at the low end of all of the areas, and some of their indicators were among the lowest rated and ranked overall among the 175 indicators. In terms of the rankings that the areas received from the expert raters, the above listing of the areas of international education reflects the descending rank ordering assigned to them by the raters.

The next section presents conclusions from the data received on the indicators in the individual areas of international education, starting from within those areas that received the highest ratings to those that received moderately important ratings to those which received the lowest ratings. Conclusions about the indicators are presented by the researcher doing a summation and characterization of the indicators which the raters found noteworthy in the study. Thus, the terms associated with the item numbers listed below have been assigned by the researcher after the data were analyzed and are offered to provide the essence of the indicators in as concise a manner as possible.

Ratings of Indicators within Individual Areas

The following conclusions are in response to Research Question 4.

High-Rated Indicators within High-Rated Areas

Faculty development. An examination of those indicators which the raters rated as being high in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: recognition (037, 042, 054, 055, 058); skills-- both personal (057) and professional--(037, 041, 043, 059); and rewards (046, 049, 052, 054, 058).

Internationalizing the curricula. An examination of those indicators which the raters rated as being high in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: appropriateness for an institution (093); impact on an institution (97); planning (132); incentives (133); specific disciplines (117, 120, 121, 123, 125, 129, 131); assessment (102, 107); instructional materials (107); and approaches (105, 106, 134).

American student study abroad. An examination of those indicators which the raters rated as being high in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: support services (015, 022, 023); academic component (010, 018); and assessment (008, 016, 017).

International students (presence of on U.S. campuses). An examination of those indicators which the raters rated as being high in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: support services (071, 072, 075, 079); assessment (069, 070, 073).

Administrator development. An examination of the indicator which the raters rated as being high in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: nature and direction of development (062).

Exchanges. An examination of the indicator which the raters rated as being high in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: academic component (028).

High-Rated Indicators within Moderately Important-Rated Areas

Intercultural studies. An examination of the indicator which the raters rated as being high in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: nature of (085).

Co-curricular events (campus-community programs). An examination of those indicators which the raters rated as being high in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: audiences (137, 138, 139); nature of (142); support services (157).

Area studies. An examination of the indicator which the raters rated as being high in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: nature of (091).

Membership in international education consortia. An examination of those indicators which the raters rated as being high in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: nature of (182, 184).

Low-Rated Indicators within Lowest Rated Areas

Technical assistance projects with international institutions or countries. An examination of those indicators which the raters rated as being low in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: nature of (162, 177); approach (176).

Work abroad. An examination of the indicator which the raters rated as being low in this area can be summarized and characterized as the following, with the indicator's item number on the rating instrument given after it: nature of (035).

Relationships Between Rater Types and Their Ratings of Areas and Indicators

The following conclusions are in response to Research Questions 5 and 6.

The second way in which the data were analyzed was to see what, if any, relationships occurred as the seven rater types rated the areas and indicators of quality of international education. From the findings, these conclusions can be drawn: certain rater types valued particular areas and indicators more highly than other rater types, or the converse, certain rater types gave low ratings to particular areas and indicators in contrast to other rater types; secondly, that there are rater types who demonstrated a unified perspective when they rated, that is, the item received a unanimous rating (100%) of one value from a particular rater type; thirdly, that there are rater types which gave an item the same high rating (or low rating when looking at the low ratings) as another rater type, producing not only a tie but an agreement of thought on the value of an item; and fourthly, that there are rater types whose ratings demonstrated a spread, that is, a range which covered 3 or more rating values, showing a diversity of opinion on items.

When looking at the ratings assigned to the areas of international education, the rater type which appeared to most often give the highest rating was the nonprofit sector. Another rater type which assigned high ratings was the educational association. Each of the rater types with the exception of the business/industry rater type gave highest rating status to at least one area. The highest number of unanimous ratings came from the business/industry rater type although it should be noted that these sometimes occurred within the range of "moderately important"=3 ratings and not just ratings of 1 and 2, especially in the areas rated moderately important or low. Ties most often appeared between the government and healthcare rater types as they also did between the educational association and four-year college/university rater types, but again some of these ties occurred within the range of moderate or low ratings, especially in the areas rated moderately important or low. In terms of spreads of ratings, two-year college and four-year college/university rater types most often demonstrated these types of ratings. The ratings for the areas are shown below, followed by the ratings for the indicators.

High-Rated Areas

Faculty development. The nonprofit sector rater type most often gave the highest rating to this area.

Internationalizing the curricula. The two-year college rater type most often gave the highest rating to this area.

American student study abroad. The nonprofit sector rater type most often gave the highest rating to this area.

International students (presence of on U.S. campuses). The nonprofit sector rater type and the healthcare rater type most often gave the highest rating to this area (tied).

Administrator development. The educational association rater type gave the highest rating to this area.

Exchanges. The nonprofit sector rater type most often gave the highest rating to this area.

Moderately Important-Rated Areas

Intercultural studies. The government rater type most often gave the highest rating to this area.

Co-curricular events (campus-community programs). The nonprofit sector rater type most often gave the highest rating to this area.

Area studies. The educational association rater type most often gave the highest rating to this area.

Membership in international education consortia. The four-year college/university rater type most often gave the highest rating to this area.

Lowest Rated Areas

Technical assistance projects with international institutions or countries. The two-year college rater type most often gave the lowest rating to this area.

Work abroad. The nonprofit sector rater type most often gave the lowest rating to this area.

A conclusion can be made about the ratings assigned to the indicators of quality of international education relative to the relationships which emerge by the rater types who assigned the ratings. It would seem from the findings that the government rater type most often gave indicators the highest rating, followed by the healthcare rater type. Low ratings on indicators within the lowest rated areas were most often given by the two-year college rater type. Unanimous ratings were most often assigned by the government rater type, followed by the business/industry rater type. The similarity of thought that was witnessed in the tied ratings assigned to the areas by the educational association and four-year college/university rater types continued when they assigned ratings to the indicators, as did the ratings given by the government and healthcare rater types, but the latter two rater types were then joined in many ties by the business/industry rater types. The spread of ratings also increased among rater types, with the educational association, nonprofit, and business/industry rater types joining the two-year college and four-year college/university rater types who had previously spread their ratings of the areas.

Consistency of Rating Between Ratings of the Indicators Compared to the Ratings of the Areas

Consistency of rating was a new factor to be considered when examining the ratings of the indicators compared to the ratings given to the areas, and it would seem that few indicators shared the same consistency of rating from rater types that the areas under which the indicators are placed had received. Only indicators in internationalizing the curricula, international students, technical assistance projects, and administrator development received the same types of ratings from the same rater types that their areas received.

High-Rated Indicators

Faculty development. The educational association and the government rater types most often gave the highest rating to these indicators (tied).

Internationalizing the curricula. The two-year college rater type most often gave the highest rating to these indicators, which is consistent with the ratings this rater type gave on this area.

American student study abroad. The business/industry rater type most often gave the highest rating to these indicators.

International students (presence of on U.S. campuses). The educational association and healthcare rater types most often gave the highest rating to these indicators, which is somewhat consistent with the ratings given to this area because the healthcare rater type was one of the types who gave high ratings to this area.

Administrator development. The educational association and the business/industry rater types most often gave the highest rating to this indicator, which is consistent with the ratings given to this area because the educational association rater type was one of the types who gave high ratings to this area.

Exchanges. The government rater type most often gave the highest rating to this indicator.

Moderately Important-Rated Indicators

Intercultural studies. The educational association rater type most often gave the highest rating to this indicator.

Co-curricular events (campus-community programs). The nonprofit sector rater type and the four-year college/university rater type most often gave the highest rating to these indicators (tied).

Area studies. The four-year college/university rater type most often gave the highest rating to this indicator.

Membership in international education consortia. The educational association rater type most often gave the highest rating to this indicator.

Low-Rated Indicators

Technical assistance projects with international institutions or countries. The two-year college rater type most often gave the lowest rating to these indicators, which is consistent with the ratings given to this area because the two-year college rater type most often gave a low rating to this area.

Work abroad. The government rater type most often gave the lowest rating to this indicator.

Discussion

What is suggested from the above conclusions is most valuable to stakeholders in this study. The value that the expert raters have attributed to the areas and indicators of quality of international education that have resulted from this study provides current thinking on this entire topic from a broad-based group of individuals actively involved in international education. Very fundamentally, what is suggested in these conclusions is that it is most appropriate that two-year colleges undertake international education, that they should do so in many different aspects, and with many different approaches.

In addition, the results of this study re-confirm ideas from the literature from which this study was drawn. The role and value of faculty involvement in international education has been underscored in this study as it has been in the writings of McCarthy (1992), Harari (1992), and Carter (1992) to name a few. Investment in faculty in this area, whether it be including them in the developmental stages of international education program design or sending them abroad, has merit for institutions and employees alike. Internationalizing the curricula is a relatively inexpensive introduction to internationalization. Specific disciplines which are good vehicles for internationalization, as pointed out by Groennings (1990), are also the ones which should receive exposure, support, and possible expansion, according to this study.

People's and institutions' contributions, expectations, and performance are important areas of consideration in international education, and this was shown clearly in the areas of study abroad and international students. Student success is suggested very clearly as the focus point when colleges engage students in internationalization either on the homefront or overseas, as this study has concluded and as Burn et al. (1990) have suggested, for studying abroad and/or interacting with international students offer the potentiality of shifting one's consciousness of self and others. As a result of this potential benefit to our lives and our campuses, international students should receive full and thoughtful attention. Administrator development is one of the newly developing areas in the literature, and yet it is apparent that the nature and function of administrator development are topics which foster the creation of and encouragement for internationalization on campuses.

With the creation of international education consortia in various states, the opportunity for exchanges as well as criteria by which to plan them should be more plentiful. This area, like study abroad and the presence of international students on U.S. campuses, demands thorough planning, adequate support services, and constant monitoring, as has been noted by Hess (1982). What is inherent in the fact that student-oriented international education activities were rated as high as they were is the notion that international education needs to be student centered, something also argued for by Fersh (1989).

Intercultural studies, co-curricular events (campus-community events), and area studies are areas that are valued but not to the same level as other areas of internationalization. Perhaps the suggestion from the findings is that intercultural studies and area studies are very specific undertakings, ones reserved for colleges with more experience in internationalization. As for co-curricular events, perhaps the onus of being "non-academic," to use Hochhauser's term (1990), still prevails.

While networking is so essential in education in general, it is ironic that membership in international education consortia--with many fine ones spearheaded by two-year colleges--was not valued more highly. Or the suggestion might be that consortia best serve very specific international education goals of a college, as was shown in ratings given to the indicator which spoke of the benefits of joining a consortium when colleges enter into technical assistance projects. The four-year college/university rater type gave membership in international education consortia a high rating, indicating perhaps their more active or long-lived involvement in these types of arrangements.

Another suggestion deriving from the conclusions of this study is the low value attached to two-year colleges undertaking technical assistance projects with international institutions or countries. Apparently this area is viewed as one to be accomplished by colleges after they have successfully initiated the more home-based, classroom-bound international activities. This opinion might also account for why work abroad was not highly rated although what else might be suggested here is that this type of activity is one which has not been generally brought into the mainstream of students' academic careers by colleges because this type of activity is one which students could pursue independently of their colleges.

Relationships among rater types and their ratings suggest that there are natural ties between rater types and the areas which they rated most highly, for example, the government rater type rating intercultural studies most highly or the educational association rater type rating administrator development most highly. While not wishing to promote the idea of stereotypes, the findings on the ratings attached to the areas of international education do suggest that the business/industry rater type tends to be more conservative in his/her rating, and the nonprofit rater type more liberal. Liberal ratings were most often assigned to indicators within the high- and moderately important-rated areas by the government rater type, and the two-year college rater type most often assigned a more conservative rating to indicators within the lowest rated areas. Similarity of opinion on items seems to be a trademark associated more with the government, healthcare, and business/industry rater types than other rater types, indicating perhaps that these types have a particular perspective on the topic of international education which pervades their professions. Diversity of opinion, the hallmark of the two-year and four-year college/university rater types, in most cases might imply that the fundamental differences between these two entities are real ones which still exist; the uniqueness of the two-year college rater type seems rather constant, for the findings show that in some cases the four-year college/university rater type does find agreement on some items with the educational association rater type.

Implications for International Education Programming

Based upon the findings, conclusions, and discussion of this study, the following are implications for international education programming.

1. Faculty development should be seen as a top

priority when planning and budgeting for international education programming. Engagement of a faculty who have been encouraged in and prepared for internationalization is essential to the continuation and improvement of international education in the two-year college.

2. Internationalizing the curricula should be fostered as one of the easiest, least expensive, and impact-producing routes to internationalizing campuses if thoughtful design and assessment are provided for.

3. Study abroad should have more promotion and resources allocated to it at both home and host institutions since it is one of the most active ways a student can have his/her perspective about the world transformed.

4. International students on two-year college campuses should receive the same level of comprehensive services that native students receive, and for this reason provisions for these services in light of the unique needs of international students should be made available.

5. Administrator development should be included in the early stages of a college's internationalization due to the leadership that derives from administrators having international education experiences.

6. Exchanges require forethought and planning in order to maximize their benefits to a student's academic career as well as to the institutions participating. With

recent additional resources from the government, more exchanges should be pursued.

7. Intercultural studies should be employed as "introducers" to international education because of their scope, their specificity, and their personal engagement of the participants.

8. Co-curricular events should seek to include all groups within a community and strive, if possible, for an academic orientation in some activities.

9. Area studies should be team taught with four-year colleges and universities due to its highly specialized nature.

10. Membership in international education consortia should be solicited more by four-year colleges and universities in order to engage two-year college colleagues, especially ones in the formative stages of internationalization. More experienced colleges should join very goal-specific consortia which allow for mutuality of purpose.

11. Technical assistance projects with international institutions or countries should be attempted after other areas of internationalization have been accomplished by a two-year college or when a two-year college meets strong compatibility of purpose and need with overseas institutions or nations.

12. Work abroad should be viewed and planned as a

capstone to a student's academic experience.

13. Nonprofit groups should be tapped more as potential sources of support for international education in two-year colleges.

Recommendations for Future Research

The underlying assumption of this study is that quality and international education programming go hand-in-hand, and that both are now available to stakeholders interested in the field of international education as a result of the validation of what constitutes quality in international education that this study has provided. As with any aspect of education, a continuum of knowledge of and effort toward international education is required. In order to do this, the following topics for future research are suggested:

1. A study of the two-year college's most natural ally, the four-year college/university, to investigate what this type of institution rates as important to itself when internationalizing so that articulation can be maintained and enhanced, joint projects can be undertaken and/or improved, and mentee/mentor relationships can be developed to broaden the scope of international education efforts.

2. A study of what resources are utilized in the

major areas of international education when two-year colleges internationalize since resources are such an integral part of internationalization efforts, tracking how and why certain items most successfully advance the cause of internationalization. An inventory of the essential resources per area of international education could be generated. Are these resources people resources, instructional materials, equipment, or funds? Who might provide them? What are the trends in their use from year to year, college to college? Most importantly, if these resources were to dissipate or disappear, what could be substituted?

3. A look at the international institutions with whom the two-year college interfaces in overseas study abroad or exchange situations to see if these institutions value the same areas and indicators of international education. Without similar philosophies, implementations, and resources, United States two-year colleges and international schools will be working at cross purposes.

4. An investigation of how best to assess international education efforts in two-year colleges. A model program with a built-in assessment cycle could be developed, assessing both academic and non-academic components of international education.

5. A profile of the characteristics associated with

international educators, both teaching faculty and administrators, could be generated. The shortage of personnel in the field of education within the coming years will demand that individuals be properly matched with and placed in positions that maximize their skills and professional experiences. With such an identification, a continuum of effective personnel in international education could be accomplished.

Summary

This chapter concludes the validation study of the areas and indicators of quality of international education programming in U.S. two-year colleges which this research undertook. Expert opinion was surveyed in two stages, first, by jurors who dealt with the content accuracy and clarity and, second, by raters who gave a value to the areas and indicators, thereby validating and rating the essential components of internationalization.

This expert opinion was drawn from those areas with which two-year colleges and their students most often interface: educational associations, business (service sector)/industry (manufacturing sector), voluntary organizations (nonprofit sector), two-year colleges, four-year colleges/universities, government, and healthcare. Data that were collected demonstrated that the areas rated most highly by the expert raters were the following, listed in descending order: faculty development, internationalizing the curricula, American student study abroad, presence of international students on U.S. campuses, administrator development, exchanges, intercultural studies, co-curricular events (campus-community programs), area studies, membership in international education consortia, technical assistance projects with international institutions or countries, and work abroad.

Conjecture, anecdotal information, and piecemeal approaches to international education programming have now been replaced by validated information supplied by practitioners, administrators, and theorists involved in this field and participating in this study. The result has been expert opinion that reflects a spectrum of professions and often a similarity of thought. Whether one favors internationalization for its intrinsic or extrinsic value, it cannot be denied that the essence and impact of international education goes beyond borders, as it well should.

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APPENDICES

APPENDIX A

LETTERS TO PILOTERS, JURORS, AND RATERS

[LETTER TO PILOTER]

Date

____
____
____
____

Dear :

Thank you for agreeing to assist with my dissertation by piloting the enclosed rating instrument. As a bit of background, let me explain the process involved in the data collection for this study.

I am doing a validation study of those areas and concepts (referred to as "indicators of quality") that should go into international education programming in two-year colleges after colleges have made the decision to internationalize. The validation comes in two parts: a validation document has been designed from material directly quoted from literature in this field, and I have sent this document to experts within Illinois, the jurors, who were asked to validate the content inclusion, accuracy, and language clarity. Based on this panel's suggestions, I revised the document. What you have before you is the product of that first stage, done in a Likert-type format.

After receiving input from you, I will again revise, and then I will send out this rating instrument to experts across the country, the raters. Both panels of experts are represented by these professions: educational associations; business/industry; voluntary organizations; two-year colleges; four-year colleges and universities; government and healthcare. Once I receive the ratings from this second panel, I will rank the areas and indicators in terms of their importance and then do a comparison of responses among the professions supplying the ratings. All individual responses will be masked.

While you are piloting the instrument, please note:

- o language clarity (word choices, order of ideas)
- o completion time

I'd also appreciate your comments on how easy you found it to follow the Directions Sheet, which will accompany the rating instrument going to the raters.

Please mark your comments directly on the rating instrument and Directions Sheet. Use the No. 2 pencil provided, not ink! Do not staple or fold sheets!

Return date: Please return the instrument and Directions Sheet to me in the enclosed envelope by _____________.

Should you have questions or find that meeting the above date is not possible for you, please call me at: (815) 758-0848, my home phone and answering machine.

In an appendix to my study, I plan to list the names and titles of those who took part in the study. May I have your permission to list you as a piloter? If so, please fill out the enclosed sheet. I'd also be happy to send you the results of this study if you indicate that you'd like a copy.

I have been fortunate enough to experience real collegiality from those who have participated thus far in this study, and I appreciate being able to include you in this supportive group of individuals.

Very truly yours,

Linda Gruber

Enclosures

Permission to be listed in study:

____
(Signature)

Name:______________________________

Title:______________________________

Employer:______________________________

[LETTER TO JUROR]

Date

Dear ________:

Thank you for agreeing to assist with the validation stage of my doctoral study on international education in two-year colleges. The enclosed validation document lists those areas and their accompanying concepts (what I'm calling "indicators of quality") that should go into international education programming at two-year colleges after these schools have made the decision to internationalize. The areas and their indicators are quoted from a review of the literature on this topic.

To give you an idea of how this all will work, let me explain the process. Once you, as a member of the jurors' panel, validate the enclosed material and revisions are made, a rating instrument will emerge. A second panel, the raters, will then rate the areas and indicators in terms of their importance in a two-year college setting. Both sets of panels represent these professional fields: educational associations; business/industry; voluntary organizations; two-year colleges; four-year colleges and universities; government and healthcare. After the ratings occur, I will rank the areas and indicators and will correlate the ratings with the professional fields supplying them.

Please respond to the enclosed material in light of your primary professional role. I have categorized you in one of the eight professions listed above and have written this category at the top of the enclosed demographics sheet; however, if you feel that I have misplaced you or if you have auxiliary professional responsibilities that might enhance the scope of this study, for example, any association with a two-year college, it would be helpful to also note that second title on the demographics sheet. All responses to the study itself will be masked. I would, though, like permission to list you (with your title (s)) as being a member of the jurors' panel in an appendix to the study, so please address this statement on the demographics sheet.

A directions sheet also accompanies the validation document. Feel free to mark up the validation document and to make suggestions for improvement.

Call me with any questions: (815) 758-0848, my home phone and answering machine. **Please return the validation document and the demographics sheet to me in the enclosed envelope by ________ .** Should you find a problem in meeting this date, or if you find that you are not able to participate, please call me at your earliest convenience.

I appreciate your interest in international education and the two-year college as well as your collegiality in aiding me in completing this study. I'd be happy to send you a copy of the results if you so indicate.

Very truly yours,

Linda Gruber

Enclosures

[LETTER TO RATER]

Date

____

Dear ________:

Thank you for agreeing to assist with my dissertation on international education in two-year colleges. The enclosed rating instrument lists those areas and their accompanying concepts (referred to as "indicators of quality") that should go into international education programming at two-year colleges after these schools have made the decision to internationalize. The areas and their indicators are directly quoted from a review of the literature on this topic.

To give you an idea of how this all will work, let me explain the validation process. In addition to the validation of the enclosed material which derives from writings from authoritative sources, the enclosed document has been further validated by a panel of experts who addressed the inclusion, accuracy, and language clarity of the content. Once you, as a member of the raters' panel, rate the areas and indicators in terms of their importance to international education programming in the two-year college, I will rank the areas and indicators and then compare the responses among the professional fields supplying them. Both sets of panels represent these professional fields: educational associations; business/industry; voluntary organizations; two-year colleges; four-year colleges and universities; government and healthcare.

Please respond to the enclosed material in light of your primary professional role. If you have auxiliary professional responsibilities that might enhance the scope of this study, for example, any interfacing with a two-year college, it would be helpful to also note that second title on the Demographics Sheet under "secondary position title."

All individual responses to the study itself will be masked. I would, though, like permission to list you (with your title (s)) as being a member of the jurors' panel in an appendix to the study, so please address this statement on the Demographics Sheet. Demographics will be used for generalizability purposes.

A directions sheet also accompanies the rating instrument. The instrument should take about 35 minutes to complete.

Call me with any questions: (815) 758-0848, my home phone and answering machine. **Please return your ratings and Demographics Sheet to me in the enclosed envelope by _________.** Should you find a problem in meeting this date, or if you find that you are not able to participate, please call me at your earliest convenience.

I appreciate your interest in international education and the two-year college as well as your collegiality in aiding me in completing this study. I'd be happy to send you a copy of the results if you so indicate.

Very truly yours,

Linda Gruber

Enclosures

APPENDIX B

DIRECTIONS TO JURORS AND RATERS

DIRECTIONS FOR JURORS

The following is a list of areas of international education programming and their accompanying indicators of quality, that is, a concept which has inherent programmatic value. **Both are quoted directly from literature on this topic.**

Please review the indicators (statements with decimal numbers) with the following criteria in mind relative to the indicators' importance to overall internationalization efforts on a **two-year college campus** after a college has made the decision to internationalize:

1) SHOULD THESE INDICATORS BE INCLUDED?

2) IS THE CONTENT OF THE INDICATORS ACCURATE?

3) IS THE LANGUAGE OF THE INDICATORS CLEAR?

If you have checked the box that demonstrates that an indicator is to be **included,** then please use the "Comments" section to indicate any changes that should be made to the indicator in terms of its content accuracy and/or language clarity (word choices, order of ideas).

Please make your markings and comments on the Validation Document itself.

A return envelope is enclosed for your convenience. Please call me with any questions at home: (815)758-0848, also my answering machine. Should you wish a copy of the study upon its completion, please so indicate.

Return date: Please return your demographics sheet and this validation document with your comments **by** ______. Should meeting this date be a problem for you, or if you find that you will not be able to participate, please call me at your earliest convenience. THANK YOU FOR YOUR ASSISTANCE!

DIRECTIONS FOR RATERS

AREAS AND INDICATORS OF QUALITY OF INTERNATIONAL EDUCATION PROGRAMMING IN U.S. TWO-YEAR COLLEGES

The purpose of this study is to determine the relative importance of areas and concepts relating to international education programming in two-year colleges **after** such schools have made the decision to internationalize.

The concepts (statements with decimal points) included in the attached rating instrument are referred to as "indicators of quality," that is, concepts which have inherent programmatic value. International education is defined as: "all programs, projects, studies, and activities that help an individual learn and care more about the world beyond his or her community and to transcend his or her culturally conditioned, ethnocentric perspectives, perception, and behavior" (Fersh).

What is contained within this instrument are areas and indicators that are directly quoted from literature written on this topic; in addition, this material's accuracy has been validated by a panel of experts who assessed the content inclusion, accuracy, and language clarity.

Using the forms provided, **Please rate both the area of international education programming and its accompanying indicators (statements with decimal points). Blacken only one oval for each area and each indicator. If an area contains sub-areas, rate the sub-area only**(e.g., "Study Abroad" within Area 1). 1 equals a high level of importance; 5 equals a low level of importance.**Completion time should take about 35 minutes. Use No. 2 pencil provided, not ink! Do not fold or staple sheets!**

The rank ordering of the areas and their indicators will be determined after you have rated their importance; this rank ordering will be examined in light of the areas' and indicators' relative importance to overall internationalization efforts on two-year college campuses. Comparisons of responses from the different professional fields supplying them will then be done. **All individual responses will be masked**; however, names and titles of respondents will be listed in an appendix to this study if the respondent has given permission for this. (See Demographics Sheet.) Demographics will be used for generalizability purposes. I would be most happy to furnish you a summary of the study's results if you indicate that you wish to receive a copy.

Please return your ratings and Demographics Sheet to me in the enclosed envelope by _____________. Should meeting this date be a problem for your or if you find that you cannot participate, please call me at your earliest convenience at (815) 758-0848, which is my home phone and answering machine. Please feel free to call me with questions. Thank you for your assistance.

APPENDIX C

DEMOGRAPHICS SHEETS FOR JURORS AND RATERS

DEMOGRAPHICS SHEET FOR JURORS

Please complete all of the following items.

Name_______________________________________

Primary Position Title__________________________

Secondary Position Title_________________________

Primary Employer___________________________________

Employment Address_________________________________

City, State, Zip Code________________________________

Employment Phone (   )_______________________________

FAX Number (   )_____________________________________

Permission to be listed in study
(signature)____

DEMOGRAPHICS SHEET FOR RATERS

Name____

Primary Professional Field (**circle one**): educational associations; business (the service sector)/industry (the manufacturing sector); voluntary organizations (the nonprofit sector); two-year colleges; four-year colleges and universities; government and healthcare.

Primary Position Title_____________________________________

Secondary Position Title___________________________________

Primary Employer____

Employment Address____

City, State, Zip
Code____

Employment Phone (_____)_______________________________________

FAX number (______)_____________________________

How many years have you been involved in internationalization?
(**circle range**) 1-5; 6-10; 11-15; 16-20; 21-25; 26-30; 31-35; 36-40; over 40 years

Permission to be listed in study

(signature)____

APPENDIX D

VALIDATION DOCUMENT FOR JURORS

VALIDATION DOCUMENT FOR JURORS

Directions: Please review the following indicators of quality (statements with decimal numbers) by checking the boxes preceding the indicators to show whether they should be included or not in international education programming in two-year colleges. If an indicator is to be included, then please use the "Comments" section to indicate any changes that should be made to the indicator in terms of its content accuracy and/or clarity of language.

1. American Student Study Abroad/Exchanges/Work Abroad

Study abroad:

Included
Not included

Comments:

☐ ☐ 1.1 Study abroad should be preceded by the taking of courses related to the major focus of the study abroad experience.

☐ ☐ 1.2 Study abroad programs should be highlighted as the best method of accomplishing the goals of international education.

☐ ☐ 1.3 Study abroad programs should be housed in an academic department.

☐ ☐ 1.4 A professional study abroad office should be independent of, yet interconnected with, all academic departments.

☐ ☐ 1.5 Based on the provinciality of its student body, a school should target its own students before marketing programs to other schools' students.

☐ ☐ 1.6 The optimal size of a program should be under 40 participants.

☐ ☐ 1.7 Programs should have clearly defined criteria and policies for judging performance and assigning credit that are in accord with practices at the home (U.S.) institution.

☐ ☐ 1.8 Programs should be reviewed regularly by U.S. accrediting commissions.

☐ ☐ 1.9 The study abroad component should be truly integrated into the rest of a student's program.

☐ ☐ 1.10 Short-term programs should be selected due to their cost effectiveness.

Study abroad, continued

Included
Not included

Comments:

☐ ☐ 1.11 Occupational courses should be offered in study abroad programs.

☐ ☐ 1.12 Study abroad centers should have a foreign language requirement.

☐ ☐ 1.13 Programs should guarantee the availability of adequate basic reference materials to offset any limitations of or inaccessibility to local libraries by participants.

☐ ☐ 1.14 Programs should provide for adequate administrative, counseling, and supervisory services at the foreign host institution.

☐ ☐ 1.15 Sponsoring campuses (U.S.) should require a visit and/or adequate consultation at least once each year with host institution (overseas).

☐ ☐ 1.16 Programs should be evaluated periodically by student participants, program administrators, and a faculty advisory committee.

☐ ☐ 1.17 Applicants should be screened in regard to adequate academic background.

☐ ☐ 1.18 Students should be expected to study the language of their host country.

☐ ☐ 1.19 Special funding should be created to recruit underrepresented minorities, especially Blacks and Hispanics.

☐ ☐ 1.20 A strong study abroad alumni network should be established.

☐ ☐ 1.21 Grade Point Average (GPA) and other admissions criteria should be relaxed for underrepresented groups.

☐ ☐ 1.22 International education opportunities should be open to all students regardless of their Grade Point Average (GPA).

☐ ☐ 1.23 Students' home institutions should provide full details on academic, cultural, financial, and social aspects of programs.

Directions: Please review the following indicators of quality (statements with decimal numbers) by checking the boxes preceding the indicators to show whether they should be included or not in international education programming in two-year colleges. If an indicator is to be included, then please use the "Comments" section to indicate any changes that should be made to the indicator in terms of its content accuracy and/or clarity of language.

Study abroad, continued:

Included
Not included

Comments:

☐ ☐ 1.24 Participants should have both pre-departure and on site orientations to their study abroad experience.

☐ ☐ 1.25 Study abroad should be a graduation requirement.

☐ ☐ 1.26 Adjustments in study abroad programs should be made to raise the comfort level of minorities.

☐ ☐ 1.27 There should be a national placement service to assist colleges when their programs are full.

☐ ☐ 1.28 Returnees should be acknowledged for their accomplishments.

Exchanges:

☐ ☐ 1.29 Offices of study abroad/exchanges should utilize the technical efficiencies of FAX, Bitnet, Internet, and computerized references and searches.

☐ ☐ 1.30 A strong conceptual link should be made between exchanges and the curriculum.

☐ ☐ 1.31 The duration of exchange programs should be in proportion to the length of study of associate degree programs.

☐ ☐ 1.32 Schools should actively recruit participants with disabilities.

Work abroad:

☐ ☐ 1.33 Overseas work should count in students' degree plans via academic credit.

Work abroad, continued:

Included
Not included

Comments:

☐ ☐ 1.34 Work abroad experiences should be preceded by practical and analytical academic activities in the students' own country.

☐ ☐ 1.35 Paid international internships should be part of a work abroad program.

☐ ☐ 1.36 Work abroad experiences should derive from volunteer work abroad.

☐ ☐ 1.37 Short-term employment abroad should be the avenue to permanent overseas jobs.

2. Faculty and Administrator Development:

Faculty development:

☐ ☐ 2.1 The international domain should be recognized as the most acceptable and desired area of faculty development.

☐ ☐ 2.2 The greater the activity of a department, the more internationally oriented its faculty should become.

☐ ☐ 2.3 Faculty mini-exchanges (short-term, group of 5-10 faculty) should be used as a method of faculty development.

☐ ☐ 2.4 Colleges should encourage group study abroad programs.

☐ ☐ 2.5 Faculty should attend one-week international seminars to develop themselves professionally.

☐ ☐ 2.6 All faculty should possess and pass on information on international education opportunities in their roles as advisors.

☐ ☐ 2.7 The internationalization of an institution should emanate from the faculty development in the international area.

☐ ☐ 2.8 Faculty members should have more in-service international education opportunities.

☐ ☐ 2.9 Opportunities not indigenous to locale of home college should be provided.

Directions: Please review the following indicators of quality (statements with decimal numbers) by checking the boxes preceding the indicators to show whether they should be included or not in international education programming in two-year colleges. If an indicator is to be included, then please use the "Comments" section to indicate any changes that should be made to the indicator in terms of its content accuracy and/or clarity of language.

Faculty development, continued:

Included
Not included

Comments:

☐ ☐ 2.10 A commitment to international education should be reflected in hiring, tenure, and promotion practices.

☐ ☐ 2.11 Schools should provide incentives for participating in international education activities.

☐ ☐ 2.12 One type of area expert should be sent abroad and another type should be received back.

☐ ☐ 2.13 Institutions should aim at having 10% or more of their faculty abroad at any time.

Colleges should support faculty development by:

☐ ☐ 2.14 faculty exchanges

☐ ☐ 2.15 release time

☐ ☐ 2.16 summer stipends

☐ ☐ 2.17 travel monies

☐ ☐ 2.18 research grants

☐ ☐ 2.19 faculty involvement in U.S. and international contracts and grants

☐ ☐ 2.20 faculty input in the design and implementation of study abroad and other international programs.

Faculty abroad assignments should be based on:

☐ ☐ 2.21 the variety of courses a faculty member is able to teach.

☐ ☐ 2.22 a faculty member's flexibility, adaptability, self-sufficiency, and compatibility.

Faculty development, continued:

Included
Not included

Comments:

☐ ☐ 2.23 Colleges should hire more faculty with international expertise.

☐ ☐ 2.24 Faculty should be rotated through international education positions every 5 years so that working on such endeavors will not adversely affect professional development requirements.

☐ ☐ 2.25 Opportunities for faculty to acquire or strengthen foreign language skills should be expanded.

☐ ☐ 2.26 Faculty should have competence in a foreign language sufficient to offer a disciplinary course in that language.

☐ ☐ 2.27 College language teachers should take the lead in volunteering to teach on a limited basis in elementary schools.

☐ ☐ 2.28 International organizations should advocate for the specific inclusion of the international competence of faculty in accrediting agencies.

Administrator development

☐ ☐ 2.29 Top level administrators should become the encouragers of internationalization.

☐ ☐ 2.30 Administrators should participate side-by-side with faculty and students in cultural immersion programs.

☐ ☐ 2.31 Criteria for the selection of college presidents should include some indication of foreign language study and a commitment to the international arena.

☐ ☐ 2.32 Administrators should actively seek out overseas exchanges.

3. **Foreign Students (F-1 visas) and Scholars (J-1 visas):**

Foreign students:

☐ ☐ 3.1 A neutral entity should collect funds for overseas recruiters.

Directions: Please review the following indicators of quality (statements with decimal numbers) by checking the boxes preceding the indicators to show whether they should be included or not in international education programming in two-year colleges. If an indicator is to be included, then please use the "Comments" section to indicate any changes that should be made to the indicator in terms of its content accuracy and/or clarity of language.

Foreign students, continued:

Included
Not included

Comments:

☐ ☐ 3.2 Overseas recruiters should receive a fee per student recruited.

☐ ☐ 3.3 Agents who recruit international students should receive an annual salary from receiving institutions.

☐ ☐ 3.4 Short-term intensives (academic/cultural experiences) should be employed as recruitment tools.

☐ ☐ 3.5 Schools should only admit students into the regular academic programs of study who score above 500 on the Test of English as a Foreign Language (TOEFL) or who demonstrate clear oral/aural skills.

☐ ☐ 3.6 Characteristics required to enter should be correlated periodically with student retention and other measures of performance.

☐ ☐ 3.7 Institutions should provide one clearly designated unit which coordinates foreign student services.

☐ ☐ 3.8 Enrolling colleges should offer advisory and counseling services on an on-going basis.

☐ ☐ 3.9 Students should be sought from a variety of national backgrounds, a variety of fields.

☐ ☐ 3.10 A staff/client ratio should be calculated when admitting students.

☐ ☐ 3.11 A comprehensive orientation program should be established.

☐ ☐ 3.12 On-campus work opportunities should be available to international students.

Foreign students, continued:

Included
Not included

Comments:

☐ ☐ 3.13 Second semester international students should provide orientations for new arrivals from their geographic areas.

☐ ☐ 3.14 Schools should encourage the talented and highly skilled to stay in the U.S.

☐ ☐ 3.15 U.S. institutions should take the responsibility to help prepare international students for their emotional, academic, and social reentry into their home countries.

☐ ☐ 3.16 Institutions should require adequate health insurance for all students and accompanying dependents and determine an appropriate minimal standard of coverage.

☐ ☐ 3.17 Foreign students should be involved in developing and delivering peer education in an AIDS prevention program.

Foreign scholars:

☐ ☐ 3.18 Scholars-in-residence should be selected from countries which contribute to the immigration population of colleges' service districts.

☐ ☐ 3.19 There should be an increased visibility of international scholars on campus via organized events, sponsored by international education offices.

☐ ☐ 3.20 Non-American scholars should reject a collegial relationship that requires them to speak English and adopt American cultural mores.

☐ ☐ 3.21 Colleges should ease their hiring practices for foreign faculty members in the biological and physical sciences and in the engineering disciplines.

4. Intercultural and Area Studies:

Intercultural studies:

☐ ☐ 4.1 A college should offer courses in all aspects of its locale's dominant culture.

Directions: Please review the following indicators of quality (statements with decimal numbers) by checking the boxes preceding the indicators to show whether they should be included or not in international education programming in two-year colleges. If an indicator is to be included, then please use the "Comments" section to indicate any changes that should be made to the indicator in terms of its content accuracy and/or clarity of language.

Intercultural studies, continued:

Included
Not included

Comments:

☐ ☐ 4.2 Cultural programs should be exchanged between North American colleges.

☐ ☐ 4.3 All majors should take 2-3 intercultural courses.

☐ ☐ 4.4 Intercultural studies should be interdisciplinary in nature.

☐ ☐ 4.5 A core course in intercultural studies should be organized more around student achievements rather than around content-centered units.

☐ ☐ 4.6 English/social science studies should form the interdisciplinary core for an intercultural degree program.

☐ ☐ 4.7 States should have state-wide offices of international/intercultural studies as part of their higher education systems.

Area studies:

☐ ☐ 4.8 Area studies should be reserved for programs in four-year schools.

☐ ☐ 4.9 Undergraduate curriculum should concentrate more on a major in international or global studies than in area studies.

☐ ☐ 4.10 Courses in at least 6 disciplines should be offered in area studies' programs.

☐ ☐ 4.11 Foreign language should be a part of area studies.

5. Internationalizing the curricula:

☐ ☐ 5.1 Internationalizing the curricula should occur at the undergraduate level.

Internationalizing the curricula, continued:

Included
Not included

Comments:

☐ ☐ 5.2 Professional associations should impel internationalization of the curricula.

☐ ☐ 5.3 Working relationships with senior colleges or universities should be established when community colleges develop instructional approaches to and materials on international education.

☐ ☐ 5.4 International education courses should be created to more directly relate to the special needs of the community college student.

☐ ☐ 5.5 Respect for cultural diversity in international education should be increased in classrooms before underrepresentation of minorities in international education can be decreased.

☐ ☐ 5.6 Internationalizing the curricula should be recognized as the greatest long-term effect on an institution.

☐ ☐ 5.7 Infusing an international dimension into courses should be adopted as the most far-reaching curricular option when internationalizing.

☐ ☐ 5.8 International studies courses should be removed from the pool of elective courses.

☐ ☐ 5.9 A proper amount of and configuration of international studies courses should be determined and implemented by schools.

☐ ☐ 5.10 International studies courses should be sequenced via pre-requisites.

☐ ☐ 5.11 Institutions should have an internationally oriented general education requirement.

☐ ☐ 5.12 Schools should have established criteria to evaluate the international content in their general education offerings.

☐ ☐ 5.13 Modules or parts of courses should be internationalized instead of entire courses.

Directions: Please review the following indicators of quality (statements with decimal numbers) by checking the boxes preceding the indicators to show whether they should be included or not in international education programming in two-year colleges. If an indicator is to be included, then please use the "Comments" section to indicate any changes that should be made to the indicator in terms of its content accuracy and/or clarity of language.

Internationalizing the curricula, continued:

Included
Not included

Comments:

☐ ☐ 5.14 Internationalization within the academic disciplines should be promoted before an international interdisciplinary approach is taken.

International infusion in the curricula should be accomplished by:

☐ ☐ 5.15 adding non-Western materials

☐ ☐ 5.16 a comparative approach, analyzing from U.S. and non-U.S. perspectives.

☐ ☐ 5.17 The international coverage of the textbooks used in introductory courses should be in creased.

☐ ☐ 5.18 Service-learning (linking academic classroom learning with experiential community services) should be incorporated into international education.

☐ ☐ 5.19 Pre-professional curricula should receive more internationalization efforts.

☐ ☐ 5.20 The offering of international studies courses should be one of the criteria for accreditation for schools offering pre-professional programs.

A theme that should be integral to developing international competence is:

☐ ☐ 5.21 experienced-based learning

☐ ☐ 5.22 applied research.

☐ ☐ 5.23 The more advanced level a business course is, the more it should be internationalized.

Internationalizing the curricula, continued:

Included
Not included

Comments:

☐ ☐ 5.24 Business students should become internationalized by taking international courses outside of the business curricula.

☐ ☐ 5.25 International trade should be viewed as the most pragmatic aspect of international studies.

☐ ☐ 5.26 Export training programs should be fee-based and noncredit.

Programs to improve students' competencies in international understanding and foreign languages should be implemented in:

☐ ☐ 5.27 courses in education

☐ ☐ 5.28 courses in the natural sciences

☐ ☐ 5.29 courses in the applied sciences

☐ ☐ 5.30 courses in journalism and communications

☐ ☐ 5.31 courses in business.

☐ ☐ 5.32 Continuing education programs should concentrate on for-credit travel and study abroad programs and for-credit language courses.

☐ ☐ 5.33 Schools should require a foreign language or one or more international studies programs.

☐ ☐ 5.34 There should be a foreign language requirement for admission and/or for degree completion.

☐ ☐ 5.35 Language requirements should be proficiency-based rather than based on actual seat time or performance in the language classroom.

☐ ☐ 5.36 Schools should provide some form of scholarship incentive to language students, especially students of less commonly taught languages.

Directions: Please review the following indicators of quality (statements with decimal numbers) by checking the boxes preceding the indicators to show whether they should be included or not in international education programming in two-year colleges. If an indicator is to be included, then please use the "Comments" section to indicate any changes that should be made to the indicator in terms of its content accuracy and/or clarity of language.

Internationalizing the curricula, continued:

Included
Not included

Comments:

☐ ☐ 5.37 Cross-cultural psychology courses should employ cross-cultural training methods which bring about cognitive and attitudinal changes.

☐ ☐ 5.38 The study of philosophy should be set in an unfamiliar cultural context to alter students' perceptions of philosophy itself.

☐ ☐ 5.39 More international and comparative content should be incorporated into introductory-level sociology courses.

☐ ☐ 5.40 International politics should be treated as an entry-level course.

☐ ☐ 5.41 Regional geography courses should be perceived as vital routes to internationalization.

☐ ☐ 5.42 Major curriculum revisions leading to internationalization should plan for faculty sup port for at least 3 years.

☐ ☐ 5.43 Incentive/support should be given for international curriculum development.

☐ ☐ 5.44 A team approach should be used by faculty when internationalizing curricula.

☐ ☐ 5.45 Instructional delivery methods should be reassessed when international studies are taught.

6. Co-curricular events (campus-community programs):

External clientele should include:

☐ ☐ 6.1 private business

☐ ☐ 6.2 K-12 education

Co-curricular events (campus-community programs), continued:

Included
Not included

Comments:

☐ ☐ 6.3 public sector organizations.

☐ ☐ 6.4 Partnerships should be viewed as essential to the public service component of international education.

☐ ☐ 6.5 Lifelong learning activities should include internationalization.

☐ ☐ 6.6 Colleges should advance citizen education.

☐ ☐ 6.7 Informality should be promoted in adult education international education opportunities (credit and noncredit seminars, symposia, etc.).

☐ ☐ 6.8 Community education (continuing education) should help with the funding for co-curricular events.

Co-curricular activities should include:

☐ ☐ 6.9 a Speaker's Bureau

☐ ☐ 6.10 a Global Week

☐ ☐ 6.11 in-service courses and K-12 teacher-training programs

☐ ☐ 6.12 intercultural workshops for elementary and secondary students and their teachers

☐ ☐ 6.13 international food fairs

☐ ☐ 6.14 international craft demonstrations

☐ ☐ 6.15 international music programs

☐ ☐ 6.16 international fashion shows

☐ ☐ 6.17 home-hospitality programs for international visitors

☐ ☐ 6.18 Great Decisions courses (reading/discussion courses on international topics).

☐ ☐ 6.19 Foreign students should be encouraged to do volunteer work in the community.

Directions: Please review the following indicators of quality (statements with decimal numbers) by checking the boxes preceding the indicators to show whether they should be included or not in international education programming in two-year colleges. If an indicator is to be included, then please use the "Comments" section to indicate any changes that should be made to the indicator in terms of its content accuracy and/or clarity of language.

Co-curricular events (campus-community programs), continued:

Included
Not included

Comments:

☐ ☐ 6.20 Foreign students and scholars should be utilized to strengthen the international dimension of a community.

☐ ☐ 6.21 Schools should provide to volunteers and participants in community programs adequate orientation for working with foreign students and scholars.

☐ ☐ 6.22 Schools should have an International Visitors Center.

7. Technical assistance projects with foreign institutions or countries:

Colleges' involvement in technical assistance projects should be driven by:

☐ ☐ 7.1 compatible mission statement

☐ ☐ 7.2 geographical location

☐ ☐ 7.3 prior experience in technical assistance

☐ ☐ 7.4 capacity to provide short-cycle vocational and technical training matched to a nation's needs

☐ ☐ 7.5 strength in creating a practical management approach to delivering identified services

☐ ☐ 7.6 ability to provide cost-effective speciality programs for nontraditional learners at the local level

☐ ☐ 7.7 experience in a variety of educational specialties in developing countries.

Technical assistance training projects should focus on:

☐ ☐ 7.8 on-campus training

7. Technical assistance projects with foreign institutions or countries, continued:

Included
Not included

Comments:

☐ ☐ 7.9 in-country customized training

☐ ☐ 7.10 existing curricula.

☐ ☐ 7.11 The consortium option should be selected by colleges when they undertake technical assistance projects.

☐ ☐ 7.12 To best fulfill project objectives, a technical assistance consortium should limit institutional membership in number of participants.

☐ ☐ 7.13 Consortia should enlist schools diverse in location and educational specialties.

☐ ☐ 7.14 All technical assistance and education programs should be jointly designed and implemented by the international partners.

☐ ☐ 7.15 Colleges should participate in technical assistance programs by becoming subcontractors for such programs.

☐ ☐ 7.16 Schools should be involved in technical assistance projects as signatories to overseas bilateral agreements.

Technical assistance bilateral agreements should be preceded by:

☐ ☐ 7.17 a visit from the consortium delegation to the receiving (overseas) institution

☐ ☐ 7.18 a contact at a consortium-sponsored conference.

☐ ☐ 7.19 Technical assistance projects should be viewed as an integral part of helping colleges to be academically competitive.

☐ ☐ 7.20 Students should get a competitive edge on post-graduate employment by seeking cooperative education projects.

Directions: Please review the following indicators of quality (statements with decimal numbers) by checking the boxes preceding the indicators to show whether they should be included or not in international education programming in two-year colleges. If an indicator is to be included, then please use the "Comments" section to indicate any changes that should be made to the indicator in terms of its content accuracy and/or clarity of language.

8. Membership in international education consortia:

Consortia should be entered into on the basis of:

Included
Not included

Comments:

☐ ☐ 8.1 geographic proximity to other schools

☐ ☐ 8.2 similarity of interest in a particular country

☐ ☐ 8.3 commonality of purpose

☐ ☐ 8.4 inability to organize a program or project on one's own

☐ ☐ 8.5 desire to share programs

☐ ☐ 8.6 desire to save money.

☐ ☐ 8.7 Consortia should allow for affiliate memberships.

☐ ☐ 8.8 Community college consortia should solicit the involvement of state university systems.

APPENDIX E

RATING INSTRUMENT FOR RATERS

Do not mark outside this line

Not Important (low) 5

4

Moderately Important 3

2

Very Important (high) 1

Name:____

RATING OF AREAS AND INDICATORS OF QUALITY OF INTERNATIONAL EDUCATION PROGRAMMING IN TWO-YEAR COLLEGES

Directions: Please rate the following areas and indicators in terms of their importance to overall internationalization efforts on a two-year college campus by blackening only one oval for each area and each indicator. If there is a sub-area within an area, rate the sub-area only (e.g., "Study Abroad" within Area 1.)

1. AMERICAN STUDENT STUDY ABROAD/EXCHANGES/WORK ABROAD

1A. STUDY ABROAD: 001

1.1 Study abroad should be preceded by the taking of courses related to the major focus of the study abroad experience. 002

1.2 Study abroad programs should be viewed as accomplishing the goals of international education as well as any method. 003

1.3 Study abroad programs should be housed in an academic department. 004

1.4 A professional study abroad office should be independent of, yet interconnected with, all academic departments. 005

1.5 Based on the provinciality (lack of overseas experience) in its student body, a school should target its own students before marketing programs to other schools' students. 006

1.6 The optimal size of a program should be under 40 participants. 007

1.7 Programs should have clearly defined criteria and policies for judging performance and assigning credit that are in accord with practices at the home (U.S.) institution. 008

1.8 Programs should be reviewed regularly by U.S. accrediting commissions. 009

1.9 The study abroad component should be fully integrated into the rest of a student's program. 010

1.10 Short-term programs should be selected due to their cost effectiveness. 011

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Page 2
STUDY ABROAD, continued:

1.11 Occupational courses should be offered in study abroad programs. 012

1.12 Study abroad centers should have a foreign language requirement. 013

1.13 Sponsoring (U.S.) programs should guarantee the availability of adequate basic reference materials to offset any limitations of or inaccessibility to local libraries by participants. 014

1.14 Programs should provide for adequate administrative, counseling, and supervisory services at the foreign host institution. 015

1.15 Sponsoring campuses (U.S.) should require a visit and/or adequate consultation at least once each year with host institution (overseas). 016

1.16 Programs should be evaluated periodically by student participants, program administrators, and a faculty advisory committee. 017

1.17 Applicants should be screened in regard to adequate academic background. 018

1.18 Special funding should be created to recruit underrepresented minorities, especially Blacks and Hispanics. 019

1.19 A strong study abroad alumni network should be established. 020

1.20 Grade Point Average (GPA) and other admissions criteria should be relaxed for underrepresented groups (i.e., students with disabilities, students from certain types of institutions, students from certain geographic areas, nontraditional students, and ethnic and racial minorities). 021

1.21 Sponsoring institutions (U.S.) should provide full details to students on academic, cultural, financial, and social aspects of programs. 022

1.22 Participants should have both pre-departure and on site orientations to their study abroad experience. 023

1.23 Study abroad should be a graduation requirement. 024

1.24 Returnees should be acknowledged for their accomplishments. 025

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1B EXCHANGES: 026

1.25 U.S. offices of study abroad/exchanges should utilize the technical efficiencies of telecommunications equipment (e.g., Bitnet, Internet, and computerized references and searches). 027

1.26 A strong conceptual link should be made between exchanges and the curriculum. 028

1.27 The duration of exchange programs should be in proportion to the length of study of associate degree programs. 029

1.28 Schools should actively recruit participants with disabilities. 030

1C WORK ABROAD: 031

1.29 Overseas employment should count in students' degree plans via academic credit. 032

1.30 Work abroad experiences should be preceded by practical and analytical academic activities in the students' own country. 033

1.31 Paid international internships should be part of a work abroad program. 034

1.32 Work abroad experiences should derive from volunteer work abroad. 035

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Page 4

2. FACULTY AND ADMINISTRATOR DEVELOPMENT:

2A FACULTY DEVELOPMENT:
036

2.1 The international arena should be recognized as one of the most acceptable and desired areas of faculty development.
037

2.2 Faculty mini-exchanges (short-term, group of 5-10 faculty) should be used as a method of faculty development.
038

2.3 Colleges should encourage group study abroad programs.
039

2.4 Faculty should attend one-week overseas seminars to develop themselves professionally if budgets allow.
040

2.5 All faculty should possess and share information on international education opportunities in their roles as advisors.
041

2.6 The internationalization of an institution should emanate from the faculty development in the international area.
042

2.7 Faculty members should have the opportunity to increase their in-service international education opportunities.
043

2.8 Professional opportunities not available at one's home college should be provided in overseas experiences.
044

2.9 A commitment to international education should be reflected in hiring, tenure, and promotion practices.
045

2.10 Schools should provide incentives for participating in international education activities.
046

2.11 One type of area expert should be sent abroad and another type should be received back in faculty exchange situations.
047

2.12 Institutions should aim at having 10%-15% or more of their faculty abroad in any given year.
048

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Page 5

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FACULTY DEVELOPMENT, continued:

Colleges should support faculty development by (2.13-2.19):

2.13 faculty exchanges 049

2.14 release time 050

2.15 summer stipends 051

2.16 travel monies 052

2.17 research grants 053

2.18 faculty involvement in U.S. and international contracts and grants 054

2.19 faculty input in the design and implementation of study abroad and other international programs. 055

Faculty abroad assignments should be based on (2.20-2.21):

2.20 the variety of courses a faculty member is able to teach 056

2.21 a faculty member's flexibility, adaptability, self-sufficiency, and compatibility. 057

2.22 Colleges should hire more faculty with international expertise. 058

2.23 Opportunities for faculty to acquire or strengthen foreign language skills should be expanded. 059

2.24 Faculty should have competence in a foreign language sufficient to offer a disciplinary course in that language. 060

2B ADMINISTRATOR DEVELOPMENT: 061

2.25 Top level administrators should become the encouragers of internationalization. 062

2.26 Administrators should participate side-by-side with faculty and students in cultural immersion programs. 063

2.27 Criteria for the selection of college presidents should include some indication of foreign language study and/or a commitment to the international arena. 064

2.28 Administrators should actively seek out overseas exchanges. 065

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		Very Important (high) 1	2	Moderately Important 3	4	Not Important (low) 5
3. INTERNATIONAL STUDENTS (F-1 and M-1 visas):	066					
3.1 Overseas recruiters should receive a fee per student recruited.	067					
3.2 Agents who recruit international students should receive an annual salary from receiving institutions.	068					
3.3 Schools should only admit students into the regular academic programs of study who score at or above the required score on the Test of English as a Foreign Language (TOEFL) or who demonstrate clear oral/aural skills.	069					
3.4 Characteristics required to enter should be correlated periodically with student retention and other measures of performance.	070					
3.5 Institutions should provide one clearly designated unit which coordinates international student services.	071					
3.6 Enrolling colleges should offer advisory and counseling services on an on-going basis.	072					
3.7 Students should be sought from a variety of national backgrounds, a variety of fields.	073					
3.8 A staff/client ratio should be calculated when admitting students.	074					
3.9 A comprehensive orientation program should be established.	075					
3.10 On-campus work opportunities should be available to international students.	076					
3.11 Second semester international students should provide orientations for new arrivals from their geographic areas.	077					
3.12 U.S. institutions should take the responsibility to help prepare international students for their emotional, academic, and social reentry into their home countries.	078					
3.13 Institutions should require adequate health insurance for all students and accompanying dependents and determine an appropriate minimal standard of coverage.	079					
3.14 International students should be involved in developing and delivering peer education in an AIDS prevention program to promote cultural sensitivity to this topic.	080					

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Page 7

Directions: Please rate the following areas and indicators in terms of their importance to overall internationalization efforts on a two-year college campus by blackening only one oval for each area and each indicator. If there is a sub-area within an area, rate the sub-area only (e.g., "Study Abroad" within Area 1).

4. INTERCULTURAL AND AREA STUDIES:

4A INTERCULTURAL STUDIES: 081

4.1 A college should offer courses relative to the dominant culture of its service district population. 082

4.2 Cultural programs should be exchanged between North America colleges. 083

4.3 All students should take 2-3 intercultural courses. 084

4.4 Intercultural studies should be interdisciplinary in nature. 085

4.5 English/social science studies should form the interdisciplinary core for an intercultural degree program. 086

4.6 States should have statewide offices of international/intercultural studies as part of their higher education systems. 087

4B AREA STUDIES: 088

4.7 Undergraduate curriculum should concentrate more on a major in international or global studies than in area studies. 089

4.8 Courses in several disciplines should be offered in area studies' programs. 090

4.9 Foreign language should be a part of area studies. 091

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Very Important (high) 1

Page 10
INTERNATIONALIZING THE CURRICULA, continued:

Programs to improve students' competencies in international understanding and foreign languages should be implemented in (5.25-5.29):

5.25 courses in education 117

5.26 courses in the natural sciences 118

5.27 courses in the applied sciences 119

5.28 courses in journalism and communications 120

5.29 courses in business. 121

5.30 Continuing education programs should include for-credit travel and study abroad programs and for-credit language courses. 122

5.31 Colleges should require a foreign language or one or more international studies programs. 123

5.32 There should be a foreign language requirement for admission and/or for degree completion. 124

5.33 Language requirements should be proficiency-based rather than based on actual seat time or performance in the language classroom. 125

5.34 Colleges should provide some form of scholarship incentive to language students, especially students of less commonly taught languages. 126

5.35 Cross-cultural psychology courses should employ cross-cultural training methods which bring about cognitive and attitudinal changes. 127

5.36 Portions of the study of philosophy should be set in an unfamiliar cultural context to alter students' perceptions of philosophy itself. 128

5.37 International and comparative content should be incorporated into introductory-level sociology courses. 129

5.38 International politics should be treated as an entry-level course. 130

5.39 Regional cultural geography courses should be perceived as vital routes to internationalization. 131

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		Very Important (high) 1	2	Moderately Important 3	4	Not Important (low) 5
5. INTERNATIONALIZING THE CURRICULA:	092	☐	☐	☐	☐	☐
5.1 Internationalizing the curricula should occur at the undergraduate level.	093	☐	☐	☐	☐	☐
5.2 Professional associations should impel internationalization of the curricula.	094	☐	☐	☐	☐	☐
5.3 Working relationships with senior colleges or universities should be established when community colleges develop instructional approaches to and materials on international education.	095	☐	☐	☐	☐	☐
5.4 International education courses should be created to more directly relate to the special needs of the community college student.	096	☐	☐	☐	☐	☐
5.5 Internationalizing the curricula should be recognized as a major long-term effect upon an institution.	097	☐	☐	☐	☐	☐
5.6 Infusing an international dimension into courses should be adopted as the most far-reaching curricular option when internationalizing.	098	☐	☐	☐	☐	☐
5.7 A proper amount of and configuration of international studies courses should be determined and implemented by colleges.	099	☐	☐	☐	☐	☐
5.8 International studies courses should be sequenced via pre-requisites.	100	☐	☐	☐	☐	☐
5.9 Institutions should have an internationally oriented general education requirement.	101	☐	☐	☐	☐	☐
5.10 Colleges should establish criteria to evaluate the international content in their general education offerings.	102	☐	☐	☐	☐	☐
5.11 Modules of courses should be internationalized instead of entire courses.	103	☐	☐	☐	☐	☐
5.12 Internationalization within the academic disciplines should be promoted before an international interdisciplinary approach is taken.	104	☐	☐	☐	☐	☐

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Directions: Please rate the following areas and indicators in terms of their importance to overall internationalization efforts on a two-year college campus by blackening only one oval for each area and each indicator. If there is a sub-area within an area, rate the sub-area only (e.g., "Study Abroad" within Area 1.)

INTERNATIONALIZING THE CURRICULA, continued:

International infusion in the curricula should be accomplished by:
5.13 adding non-Western materials 105

5.14 a comparative approach, analyzing from U.S. and non-U.S. perspectives. 106

5.15 The international coverage of the textbooks used in introductory courses should be increased. 107

5.16 Service-learning (linking academic classroom learning with experiential community services) should be incorporated into international education. 108

5.17 Pre-professional curricula should receive more internationalization efforts. 109

5.18 The offering of international studies courses should be one of the criteria for accreditation for schools offering pre-professional programs. 110

A theme that should be integral to developing international competence is:
5.19 experienced-based learning 111

5.20 applied research 112

5.21 The more advanced level a business course is, the more it should be internationalized. 113

5.22 Business students should become internationalized by taking international courses outside of the business curricula. 114

5.23 International trade should be viewed as one of the most pragmatic aspects of international studies. 115

5.24 In general, export training programs should be fee-based and noncredit. 116

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Directions: Please rate the following areas and indicators in terms of their importance to overall internationalization efforts on a two-year college campus by blackening only one oval for each area and each indicator. If there is a sub-area within an area, rate the sub-area only (e.g., "Study Abroad" within Area 1.)

INTERNATIONALIZING THE CURRICULA, continued:

5.40 Major curriculum revisions leading to internationalization should plan for faculty support for at least 3 years. 132

5.41 Incentive/support should be given for international curriculum development. 133

5.42 A team approach should be considered by faculty when internationalizing curricula. 134

5.43 Instructional delivery methods should be reassessed when international studies are taught. 135

6. CO-CURRICULAR EVENTS (CAMPUS-COMMUNITY PROGRAMS): 136

External clientele should include (6.1-6.3):

6.1 private business 137

6.2 K-12 education 138

6.3 public sector organizations. 139

6.4 Partnerships should be viewed as essential to the public service component of international education. 140

6.5 Lifelong learning activities should include internationalization. 141

6.6 Colleges should advance citizenship education. 142

6.7 Informality should be viewed as compatible with adult education international education opportunities (credit and noncredit seminars, symposia, etc.) in order to encourage participation. 143

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CO-CURRICULAR EVENTS (CAMPUS-COMMUNITY PROGRAMS), continued:

		Very important (high) 1	2	Moderately important 3	4	Not important (low) 5
6.8 Community education (continuing education) should help with the funding for co-curricular events.	144					
Co-curricular activities should include (6.9-6.18): 6.9 a Speaker's Bureau	145					
6.10 a Global Week	146					
6.11 in-service courses and K-12 teacher-training programs	147					
6.12 intercultural workshops for elementary and secondary students and their teachers	148					
6.13 international food fairs	149					
6.14 international craft demonstrations	150					
6.15 international music programs	151					
6.16 international fashion shows	152					
6.17 home-hospitality programs for international visitors	153					
6.18 Great Decisions courses (reading/discussion courses on international topics).	154					
6.19 International students should be encouraged to do volunteer work in the community.	155					
6.20 International students should be utilized to strengthen the international dimension of a community.	156					
6.21 Schools should provide to volunteers and participants in community programs adequate orientation for working with international students.	157					
6.22 Schools should have an International Visitors Center.	158					

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7. TECHNICAL ASSISTANCE PROJECTS WITH INTERNATIONAL INSTITUTIONS OR COUNTRIES: 159

Colleges' involvement in technical assistance projects should be driven by (7.1-7.7):

7.1 compatible mission statement 160

7.2 geographical location 161

7.3 prior experience in technical assistance 162

7.4 capacity to provide short-cycle vocational and technical training matched to a nation's needs 163

7.5 strength in creating a practical management approach to delivering identified services 164

7.6 ability to provide cost-effective specialty programs for nontraditional learners at the local level 165

7.7 experience in a variety of educational specialties in developing countries. 166

Technical assistance training projects should focus on (7.8-7.10):

7.8 on-campus training 167

7.9 in-country customized training 168

7.10 existing curricula. 169

7.11 The consortium option should be considered by colleges when they undertake technical assistance projects. 170

7.12 To best fulfill project objectives, a technical assistance consortium should limit the number of participating institutions. 171

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TECHANICAL ASSISTANCE PROJECTS WITH INTERNATIONAL INSTITUTIONS OR COUNTRIES, continued:

		Very important (high) 1	2	Moderately important 3	4	Not important (low) 5
7.13 All technical assistance and education programs should be jointly designed and implemented by the international partners.	172	☐	☐	☐	☐	☐
7.14 Colleges should participate in technical assistance programs by becoming subcontractors for such programs.	173	☐	☐	☐	☐	☐
7.15 Schools should be involved in technical assistance projects as signatories to overseas bilateral agreements.	174	☐	☐	☐	☐	☐
Technical assistance bilateral agreements should be preceded by (7.16-7.17):						
7.16 a visit from the consortium delegation to the receiving (overseas) institution	175	☐	☐	☐	☐	☐
7.17 a contact at a consortium-sponsored conference.	176	☐	☐	☐	☐	☐
7.18 Technical assistance projects should be viewed as an integral part of helping colleges to be academically competitive.	177	☐	☐	☐	☐	☐
7.19 Students should get a competitive edge on post-graduate employment by working on cooperative education projects.	178	☐	☐	☐	☐	☐
8. MEMBERSHIP IN INTERNATIONAL EDUCATION CONSORTIA:	179	☐	☐	☐	☐	☐
Consortia should be entered into on the basis of (8.1-8.6):						
8.1 geographic proximity to other schools	180	☐	☐	☐	☐	☐
8.2 similarity of interest in a particular country	181	☐	☐	☐	☐	☐
8.3 commonality of purpose	182	☐	☐	☐	☐	☐
8.4 inability to organize a program or project on one's own	183	☐	☐	☐	☐	☐
8.5 desire to share programs	184	☐	☐	☐	☐	☐
8.6 desire to save money.	185	☐	☐	☐	☐	☐
8.7 Consortia should allow for affiliate memberships.	186	☐	☐	☐	☐	☐
8.8 Community college consortia should solicit the involvement of state university systems.	187	☐	☐	☐	☐	☐

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APPENDIX F

SOURCES OF RATING INSTRUMENT INDICATORS

Sources of Rating Instrument Indicators*

1. U.S. Student Study Abroad/Exchanges/Work Abroad

Study abroad:

1.1 Study abroad should be preceded by the taking of courses related to the major focus of the study abroad experience.	Shannon, 1978
1.2 Study abroad programs should be viewed as accomplishing the goals of international education as well as any method.	Adams & Greene, 1984
1.3 Study abroad programs should be housed in an academic department.	Shannon, 1978
1.4 A professional study abroad office should be independent of, yet interconnected with, all academic departments.	Balkcum, 1990
1.5 Based on the provinciality (lack of overseas experience) in its student body, a school should target its own students before marketing programs to other schools' students.	Wick, 1990
1.6 The optimal size of a program should be under 40 participants.	Wick, 1990
1.7 Programs should have clearly defined criteria and policies for judging performance and assigning credit that are in accord with practices at the home (U.S.) institution.	NAFSA, cited in Adams & Greene, 1984
1.8 Programs should be reviewed regularly by U.S. accrediting commissions.	Greene, 1990
1.9 The study abroad component should be fully integrated into the rest of a student's program.	Pickert & Turlington, 1992
1.10 Short-term programs should be selected due to their cost effectiveness.	Aitches & Hoemeke, 1992
1.11 Occupational courses should be offered in study abroad programs.	Icochea, 1984
1.12 Study abroad centers should have a foreign language requirement.	Atwell, 1992

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*Refer to References on page 417 for complete citations.

1.13 Sponsoring (U.S.) programs should guarantee the availability of adequate basic reference materials to offset any limitations of or inaccessibility to local libraries by participants.	College Consortium for International Studies, cited in Fersh & Furlow, 1993
1.14 Programs should provide for adequate administrative, counselling, and supervisory services at the foreign host institution.	College Consortium for International Studies, cited in Fersh & Furlow, 1993
1.15 Sponsoring campuses (U.S.)should require a visit and/or adequate consultation at least once each year with host institution (overseas).	College Consortium for International Studies, cited in Fersh & Furlow, 1993
1.16 Programs should be evaluated periodically by student participants, program administrators, and a faculty advisory committee.	NAFSA, cited in Adams & Greene, 1984
1.17 Applicants should be screened in regard to adequate academic background.	NAFSA, cited in Adams & Greene, 1984
1.18 Special funding should be created to recruit underrepresented minorities, especially Blacks and Hispanics.	NAFSA, cited in Aitches & Hoemeke, 1992
1.19 A strong study abroad alumni network should be established.	Burn & Lamet, 1984
1.20 Grade Point Average (GPA) and other admissions criteria should be relaxed for underrepresented groups (i.e., students with disabilities, students from certain types of institutions, students from certain geographic areas, nontraditional students, and ethnic and racial minorities).	Council on International Educational Exchange, 1991
1.21 Sponsoring institutions (U. S.) should provide full details on academic, cultural, financial, and social aspects of programs.	Bentley College, 1993
1.22 Participants should have both predeparture and on-site orientations to their study abroad experience.	Bentley College, 1993
1.23 Study abroad should be a graduation requirement.	Goodwin & Nacht, 1991
1.24 Returnees should be acknowledged for their accomplishments.	Goodwin & Nacht, 1991

Exchanges:

1.25 U. S. offices of study abroad/ exchanges should utilize the technical efficiencies of telecommunications equipment (e.g., FAX, Bitnet, Internet, and computerized references and searches).	Aitches & Hoemeke, 1992
1.26 A strong conceptual link should be made between exchanges and the curriculum.	Harari, 1992
1.27 The duration of exchange programs should be in proportion to the length of study of associate degree programs.	Vassiliou, 1984-85
1.28 Schools should actively recruit participants with disabilities.	Sygall & Fallon, 1992

Work abroad:

1.29 Overseas employment should count in students' degree plans via academic credit.	Aitches & Hoemeke, 1992
1.30 Work abroad experiences should be preceded by practical and analytical academic activities in the students' own country.	Beers, Charles, & Cowan, 1990
1.31 Paid international internships should be part of a work abroad program.	Beers, Charles, & Cowan, 1990
1.32 Work abroad experiences should derive from volunteer work abroad.	Franz & Hernandez, 1992

2. Faculty and Administrator Development:

Faculty development:

2.1 The international domain should be recognized as one of the most acceptable and desired areas of faculty development.	Groennings, 1990
2.2 Faculty mini-exchanges (short-term, group of 5-10 faculty) should be used as a method of faculty development.	McCarthy, 1992
2.3 Colleges should encourage group study abroad programs.	Adams & Greene, 1984
2.4 Faculty should attend one-week overseas seminars to develop themselves professionally if budgets allow.	Adams & Greene, 1984

2.5 All faculty should possess and pass on information on international education opportunities in their roles as advisors.	Carter, 1992
2.6 The internationalization of an institution should emanate from the faculty development in the international area.	Harari, 1992
2.7 Faculty members should have the opportunity to increase their in-service international education opportunities.	Perkins et al., 1979
2.8 Professional opportunities not available at one's home college should be provided in overseas experiences.	Goodwin & Nacht, 1991
2.9 A commitment to international education should be reflected in hiring, tenure, and promotion practices.	Balkcum, 1990
2.10 Schools should provide incentives for participating in international education activities.	Harari, 1992
2.11 One type of area expert should be sent abroad and another type should be received back in faculty exchange situations.	Goodwin & Nacht, 1991
2.12 Institutions should aim at having 10-15% or more of their faculty abroad in any given year.	Harari, 1992
Colleges should support faculty development by (2.13-2.19):	
2.13 faculty exchanges	
2.14 release time	
2.15 summer stipends	
2.16 travel monies	
2.17 research grants	
2.18 faculty involvement in U.S. and international contracts and grants	

2.19 faculty input in the design and implementation of study abroad and other international programs.	Backman, 1984
Faculty abroad assignments should be based on (2.20-2.21):	
2.20 the variety of courses a faculty member is able to teach	
2.21 a faculty member's flexibility, adaptability, self-sufficiency, and compatibility.	Beers, Charles, & Cowan, 1990
2.22 Colleges should hire more faculty with international expertise.	Pickert, 1992
2.23 Opportunities for faculty to acquire or strengthen foreign language skills should be expanded.	Perkins et al., 1979
2.24 Faculty should have competence in a foreign language sufficient to offer a disciplinary course in that language.	Pickert & Turlington, 1992
Administrator development:	
2.25 Top level administrators should become the encouragers of internationalization.	CIEE, 1992a
2.26 Administrators should participate side-by-side with faculty and students in cultural immersion programs.	Shannon, 1978
2.27 Criteria for the selection of college presidents should include some indication of foreign language study and a commitment to the international arena.	Simon, 1980
2.28 Administrators should actively seek out overseas exchanges.	Illinois Consortium of International Studies and Programs, 1991
3. International Students (F-1 and M-1 visas):	
International students:	
3.1 Overseas recruiters should receive a fee per student recruited.	Holcomb, 1991/1992
3.2 Agents who recruit international students should receive an annual salary from receiving institutions.	Frey, 1991/1992

3.3 Schools should only admit students into the regular academic programs of study who score above 500 on the Test of English as a Foreign Language (TOEFL) or who demonstrate clear oral/aural skills.	Sudlow, 1991/1992
3.4 Characteristics required to enter should be correlated periodically with student retention and other measures of performance.	NAFSA, "Principles for International Educational Exchange," cited in Jenkins, 1983
3.5 Institutions should provide one clearly designated unit which coordinates foreign student services.	NAFSA, 1992c
3.6 Enrolling colleges should offer advisory and counseling services on an on-going basis.	NAFSA, 1992c
3.7 Students should be sought from a variety of national backgrounds, a variety of fields.	Kuhlman, 1992
3.8 A staff/client ratio should be calculated when admitting students.	Kuhlman, 1992
3.9 A comprehensive orientation program should be established.	NAFSA, 1992c
3.10 On-campus work opportunities should be available to international students.	Jimenez-Linares, 1991
3.11 Second semester international students should provide orientations for new arrivals from their geographic areas.	Jimenez-Linares, 1991
3.12 U.S. institutions should take the responsibility to help prepare international students for their emotional, academic, and social reentry into their home countries.	Kuhlman, 1992
3.13 Institutions should require adequate health insurance for all students and accompanying dependents and determine an appropriate minimal standard of coverage.	NAFSA, 1992c
3.14 Foreign students should be involved in developing and delivering peer education in an AIDS prevention program to promote cultural sensitivity to this topic.	NAFSA, 1992c

4. Intercultural and Area Studies:

Intercultural studies:

4.1 A college should offer courses relative to the dominant culture of its service district population.	Shannon, 1978
4.2 Cultural programs should be exchanged between North American colleges.	Shannon, 1978
4.3 All students should take 2-3 intercultural courses.	Backman, 1984
4.4 Intercultural studies should be interdisciplinary in nature.	Berry, 1984
4.5 English/social science studies should form the interdisciplinary core for an intercultural degree program.	Berry, 1984
4.6 States should have state-wide offices of international/intercultural studies as part of their higher education systems.	Shannon, 1978

Area studies:

4.7 Undergraduate curriculum should concentrate more on a major in international or global studies than in area studies.	Backman, 1984
4.8 Courses in several disciplines should be offered in area studies' programs.	Harari, 1992
4.9 Foreign language should be a part of area studies.	Harari, 1992

5. Internationalizing the curricula:

5.1 Internationalizing the curricula should occur at the undergraduate level.	Lambert, cited in Harari, 1992
5.2 Professional associations should impel internationalization of the curricula.	Goodwin & Nacht, 1991
5.3 Working relationships with senior colleges or universities should be established when community colleges develop instructional approaches to and materials on international education.	Shannon, 1978

5.4 International education courses should be created to more directly relate to the special needs of the community college student.	Lambert, 1989
5.5 Internationalizing the curricula should be recognized as the greatest long-term effect on an institution.	Backman, 1984
5.6 Infusing an international dimension into courses should be adopted as the most far-reaching curricular option when internationalizing.	Backman, 1984
5.7 A proper amount of and configuration of international studies courses should be determined and implemented by schools.	Lambert, 1989
5.8 International studies courses should be sequenced via pre-requisites.	Lambert, 1989
5.9 Institutions should have an internationally oriented general education requirement.	Pickert & Turlington, 1992
5.10 Schools should have established criteria to evaluate the international content in their general education offerings.	Pickert & Turlington, 1992
5.11 Modules or parts of courses should be internationalized instead of entire courses.	Lambert, 1989
5.12 Internationalization within the academic disciplines should be promoted before an international interdisciplinary approach is taken.	Groennings, 1990
International infusion in the curricula should be accomplished by (5.13-5.14):	
5.13 adding non-Western materials	
5.14 a comparative approach, analyzing from U.S. and non-U.S. perspectives.	Backman, 1984
5.15 The international coverage of the textbooks used in introductory courses should be increased.	Lambert, 1989
5.16 Service-learning (linking academic classroom learning with experiential community services) should be incorporated into international education.	Berry, 1984

5.17 Pre-professional curricula should receive more internationalization efforts.	Backman, 1984
5.18 The offering of international studies courses should be one of the criteria for accreditation for schools offering pre-professional programs.	Lambert, 1989
A theme that should be integral to developing international competence is (5.19-5.20):	
5.19 experienced-based learning	
5.20 applied research.	Garavalia, 1992
5.21 The more advanced level a business course is, the more it should be internationalized.	Arpan, 1981
5.22 Business students should become internationalized by taking international courses outside of the business curricula.	Groennings, 1990
5.23 International trade should be viewed as one of the most pragmatic aspects of international studies.	Vassiliou, 1984/1985
5.24 In general, export training programs should be fee-based and noncredit.	Hotzy, 1991
Programs to improve students' competencies in international understanding and foreign languages should be implemented in (5.25.-5.29):	
5.25 courses in education	
5.26 courses in the natural sciences	
5.27 courses in the applied sciences	
5.28 courses in journalism and communications	
5.29 courses in business.	The National Assembly of Foreign Languages and International Studies, cited in Adams & Greene, 1984
5.30 Continuing education programs should include for-credit travel and study abroad programs and for-credit language courses.	National University Continuing Education Association, 1992

5.31 Colleges should require a foreign language or one or more international studies programs.	Harari, 1992
5.32 There should be a foreign language requirement for admission and/or for degree completion.	Pickert & Turlington, 1992
5.33 Language requirements should be proficiency-based rather than based on actual seat time or performance in the language classroom.	Metcalf, 1990
5.34 Colleges should provide some form of scholarship incentive to language students, especially students of less commonly taught languages.	Simon, 1980
5.35 Cross-cultural psychology courses should employ cross-cultural training methods which bring about cognitive and attitudinal changes.	Triandis & Brislin, 1990
5.36 Portions of the study of philosophy should be set in an unfamiliar cultural context to alter students' perceptions of philosophy itself.	Hoekema, 1990
5.37 International and comparative content should be incorporated into introductory-level sociology courses.	Arner, 1990
5.38 International politics should be treated as an entry-level course.	Jacobson, 1990
5.39 Regional cultural geography courses should be perceived as vital routes to internationalization.	Association of American Geographers, 1990
5.40 Major curriculum revisions leading to internationalization should plan for faculty support for at least 3 years.	Pickert & Turlington, 1992
5.41 Incentive/support should be given for international curriculum development.	IBHE/HECA, 1992
5.42 A team approach should be considered by faculty when internationalizing curricula.	Tonkin & Edwards, 1981
5.43 Instructional delivery methods should be reassessed when international studies are taught.	Tonkin & Edwards, 1981

6. Co-curricular events (campus-community programs):	
External clientele should include (6.1-6.3):	
6.1 private business	
6.2 K-12 education	
6.3 public sector organizations.	Flournoy, 1992
6.4 Partnerships should be viewed as essential to the public service component of international education.	Flournoy, 1992
6.5 Lifelong learning activities should include internationalization.	Washington State University, 1990
6.6 Colleges should advance citizen education.	Perkins et al., 1979
6.7 Informality should be promoted in adult education international education opportunities (credit and noncredit seminars, symposia, etc.) in order to encourage participation.	Hochhauser, 1990
6.8 Community education (continuing education) should help with the funding for co-curricular events.	Hochhauser, 1990
Co-curricular activities should include (6.9-6.18):	
6.9 a Speaker's Bureau	
6.10 a Global Week	
6.11 in-service courses and K-12 teacher-training programs	
6.12 intercultural workshops for elementary and secondary students and their teachers	
6.13 international food fairs	
6.14 international craft demonstrations	
6.15 international music programs	
6.16 international fashion shows	
6.17 home-hospitality programs for international visitors	

6.18 Great Decisions courses (reading/ discussion courses on international topics).	Hochhauser, 1990
6.19 International students should be encouraged to do volunteer work in the community.	Hochhauser, 1990
6.20 International students should be utilized to strengthen the international dimension of a community.	Hochhauser, 1990
6.21 Schools should provide to volunteers and participants in community programs adequate orientation for working with foreign students and scholars.	NAFSA, 1992c
6.22 Schools should have an International Visitors Center.	IBHE/HECA, 1992
7. Technical assistance projects with foreign institutions or countries:	
Colleges' involvement in technical assistance projects should be driven by (7.1-7.7):	
7.1 compatible mission statement	
7.2 geographical location	
7.3 prior experience in technical assistance	
7.4 capacity to provide short-cycle vocational and technical training matched to a nation's needs	
7.5 strength in creating a practical management approach to delivering identified services	
7.6 ability to provide cost-effective speciality programs for nontraditional learners at the local level	
7.7 experience in a variety of educational specialties in developing countries.	Andrews, cited in Vassiliou, 1984/1985
Technical assistance training projects should focus on (7.8-7.10):	
7.8 on-campus training	
7.9 in-country customized training	
7.10 existing curricula.	Nielsen & Aldridge, 1987/1988

7.11 The consortium option should be selected by colleges when they undertake technical assistance projects.	Nielsen & Aldridge, 1987/1988
7.12 To best fulfill project objectives, a technical assistance consortium should limit institutional membership in number of participants.	King, 1990a
7.13 All technical assistance and education programs should be jointly designed and implemented by the international partners.	King, 1990a
7.14 Colleges should participate in technical assistance programs by becoming subcontractors for such programs.	King, 1990a
7.15 Schools should be involved in technical assistance projects as signatories to overseas bilateral agreements.	King, 1990a
Technical assistance bilateral agreements should be preceded by (7.16-7.17):	
7.16 a visit from the consortium delegation to the receiving (overseas) institution	
7.17 a contact at a consortium-sponsored conference.	King, 1990a
7.18 Technical assistance projects should be viewed as an integral part of helping colleges to be academically competitive.	King, 1990a
7.19 Students should get a competitive edge on post-graduate employment by seeking cooperative education projects.	International Association for the Exchange of Students for Technical Experience, 1991
8. Membership in international education consortia:	
Consortia should be entered into on the basis of 8.1-8.6):	
8.1 geographic proximity to other schools	
8.2 similarity of interest in a particular country	
8.3 commonality of purpose	King, 1990b
8.4 inability to organize a program or project on one's own	Aitches & Hoemeke, 1992

8.5 desire to share programs	Adams & Greene, 1984
8.6 desire to save money.	Adams & Greene, 1984
8.7 Consortia should allow for affiliate memberships.	King, 1990b
8.8 Community college consortia should solicit the involvement of state university systems.	Adams & Greene, 1984

APPENDIX G

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